TRANSFORMATIONAL LEADERSHIP, CONFLICT RESOLUTION AND IMPLEMENTATION OF CONSTITUENCY DEVELOPMENT FUND CONSTRUCTION PROJECTS IN PUBLIC SECONDARY SCHOOLS IN KISUMU COUNTY, KENYA.

BY

WAGUDE JANET

A Thesis Submitted in Fulfillment of the Requirements For the Award of the Degree of Doctor of Philosophy in Project Planning and Management of the University of Nairobi

2016

DECLARATION

This Thesis is my original work and has not been presented for award in any other university.

Signed ……. Date……
JANET WAGUDE
L83/81861/2011

This Thesis has been submitted for Examination with our approval as university supervisors.

Signed……..….. Date……
PROF. CHARLES RAMBO,
CHAIRMAN, DEPARTMENT OF EXTRA-MURAL STUDIES
UNIVERSITY OF NAIROBI.

Signed……..….. Date……
DR.ANNE NDIRITU,
CHAIRMAN, DEPARTMENT OF DISTANCE STUDIES
UNIVERSITY OF NAIROBI.

Signed……. Date……
PROF. MARIA ONYANGO
DEAN, SCHOOL OF BUSINESS AND ECONOMICS,
JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY.

DEDICATION

I dedicate this project to my parents, Walter & Margret Wagude, for showing me the essence of education.

ACKNOWLEDGEMENT

My foremost gratitude goes to all that have contributed in the achievement of this thesis. I am deeply indebted to my supervisors, Professor Charles Rambo, Dr. Anne Ndiritu, and Professor Maria Onyango, for their invaluable patience and constructive support throughout the period of my thesis development. I express my sincere appreciation for the support I received from my former supervisor, the late Dr. Patricia Muchiri, who passed away while I was in the middle of my study, may God rest her soul in eternal peace.

My appreciation goes also to Higher education loans board for facilitating my loan, University of Nairobi for availing an environment that has enabled me to pursue the doctoral programme. I am sincerely grateful to the Dean, SCDE Professor Harriet Kidombo, Associate Dean, Professor Christopher Gakuu, Resident lecture for Kisumu Extra-mural center, Dr. Raphael Nyonje. I thank Kisumu county education office, CDF office, Principals of public secondary schools, and Board of management that extended their support during my fieldwork. I thank my friends Jesica Ogombe, Benard Manyalla and most important I thank Meshack Ouma for his great support in editing my work. Last but not least is an appreciation to my children, Yvonne, Victor, Megh and Joe for their patience and moral support throughout the years of this study.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

BOM: Board of Management

BOMR: Board of Management Representative

CDF: Constituency Development Fund

CDFCM: Constituency Development Fund Committee Members

ELC: Educational Linked Projects

FY: Financial Year

GST: General System Theory

IC: Individual Consideration

II: Idealized Influence

IM: Inspirational Motivation

IS: Intellectual Stimulation

MLQ: Multifactor leadership Questionnaire

NTA: National Taxpayers Association

OEQ: Objective Evaluation Questionnaire

ORB: Objective Realization Behavior

PIP: Project Implementation Profile

PMC: Project Management Committee

PMOBK: Project management body of knowledge.

SME: Small and Median Enterprise

TS: Transformational Leadership

ABSTRACT

Transformational leadership manifests itself in four perspectives which include idealized behavior, individual consideration, Intellectual stimulation, and inspirational motivation. The purpose of this study was to explore transformational leadership, conflict resolution and implementation of CDF construction projects. The objectives were to examine how idealized behavior influences Implementation of CDF construction projects, to establish how individualized consideration influence implementation of CDF construction projects, to determine how intellectual stimulation influence implementation of CDF construction projects, to establish how inspirational motivation influence implementation of CDF construction projects, and to establish the moderating influence of conflict resolution on the relationship between transformational leadership and implementation of CDF construction projects. The study used Expost facto design, Multifactor leadership Questionnaire, Thomas Kilman Instruments, Interview as tools for data collection. Qualitative data was analyzed and presented in themes while quantitative data was analyzed descriptively using percentage, frequencies, mean, and standard deviation. Inferentially, Pearson correlation coefficient and multiple regression analysis were used as tool of analsis to test for significance among various hypotheses. Five hypotheses were formulated and subsequently tested to establish the influence of conflict resolution. It was therefore concluded that there is a regression relationship between transformational leadership combined with conflict resolution and implementation of CDF projects. It is therefore recommended that government should initiate coaching in transformational leadership so that it could help to equip leaders with those behaviors lacking in their repertoire. Policy makers to organize for house leadership training in which internal experts or external consultants on transformational leadership are tasked to design training programme that are tailored to the needs of particular institution to supplement coaching. Community, construction activities and all Non-governmental organizations need to understand that conflicts needs to be managed rather than to be avoided. Suggestions for further research. A study can be replicated in a larger number of schools and in more counties. A study can be carried out to investigate the influence of other factors like transformational and transactional leadership, communication management, project culture, time management and conflict resolution on Project Implementation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Transformational style of leadership is a stimulating technique through which a leader can inspire and apply that ability of motivation thinking to succeed (Bass and Avolio, 2006). Transformational Leadership manifests itself in four perspectives which include idealized behavior, Individual consideration, Intellectual stimulation and Inspirational motivation (Bass and Avolio,2006). If an Individual is perceived to enhance transformational leadership style, it triggers radical ideas that dramatically stimulate project team initiatives and inspire unusual motivation, both of which enhance overall productivity (Hoel, 2008).

Idealized behavior is an aspect of clear behavior from the leader leading by example so that the team may emulate him, treat him with high esteem and adopt his beliefs and principles. Individual consideration transformational leader provides encouragement to team members in form of individual mentorship, coaching and counseling. Intellectual stimulation, 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 of its potential (Kouzes & Posner, 2002) .

The constituency development fund (CDF) was established in 2003 through the CDF act in the Kenyan gazette supplement No: 107(Act no.11) of January 2004 and amended in the CDF amendment act 2007. Objectives of CDF is to control imbalances in regional development brought about by partisan politics, to offload fundraising burden from members of parliament, to ensure citizen participation through decision-making in project identification, implementation, monitoring and evaluation and to change development focus from the district to the constituency.

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 (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 transformational leadership on Implementation of CDF construction projects in a school set up.

Although, Achimba and Amanda (2007) addressed determinants of successful project implementation in Niger showing 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 transformational leadership on Implementation of projects in a school set up.

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 transformational leadership on Implementation of CDF construction projects in public secondary schools.

1.1.1 Concept of transformational Leadership

Burns (1978) posited that transformational kind of leadership had the ability of raising human conduct and aspiration of the leader and the led, and therefore had a transforming effect on both. This is because this leadership was characterized as being moral and uplifting. He also viewed transformational leadership as consisting of four characteristics. These were idealized behavior where the leader served as a role model for others to imitate, inspirational motivation where the leader evoked enthusiasm and a team spirit of shared purpose, intellectual stimulation which challenged all to explore options and innovative approaches and Individualized stimulation which lent value to all individuals within the organization .

1.1.2 Idealized behaviour

Idealized behaviour has two main components, idealized attributes (also called attributed charisma) and idealized behaviours (Yukl, 2006). Murphy, Baker and Fisher (2004), Pinto & Slevin in U.S.A. (2008), Gemuenden and Lechler in Germany (2007), and Shenhar, Levy,and Dvir (2007) in Israel dealt effectively with project success factors. Prabhakar (2012) in Parkistan investigated switch leadership in projects an empirical study reflecting the importance of transformational leadership on project success across twenty eight nations. Their results showed that the link between the two leadership orientations: relationship-oriented project managers , are more able to leverage the idealized influence

transformational leadership approach using role model and building confidence however the variable of recognition on project Implementation was not addressed.

1.1.3 Individual consideration

Individual consideration transformational leaders tend to be optimistic, Spreitzer & Quinn (2009) more sensitive to subordinates needs and provide personal attention to their members (Askhanasy & Tse, 2008). Hall (2008) observed that transformational leader treats people with dignity and respect through the individualized consideration component of the transformational leadership approach. Kark and Zehir (2006) in Netherlands writing on measuring leadership styles, a review of project success variables, further explains how transformational leaders trust people and delegate responsibility to assist in getting tasks accomplished in the movement towards goal attainment through the individualized consideration using individual analysis of followers and team orientation. Achimba & Amanda (2007) focusing on determinants of successful project implementation in Nigeria found out that transformational leaders can achieve increased effectiveness by harnessing the Pygmalion effect, through individual consideration by enhancement of team orientation and recognition however the project Implementation was not tackled using the variables of individual analysis, team orientation and recognition.

1.1.4 Intellectual stimulation

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 (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. Shin and Zhou (2009) 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 and Zhou 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 to solve 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.

1.1.5 Inspirational motivation

Inspirational motivation transformational leader possesses the ability to use emotion to motivate their subordinates (Dubinsky and Hall, 2005). McColl-Kennedy (2008) found out that transformational leadership has a significant direct influence on members' frustration and optimism. Ashkanasy, Schwarz & Bohner (2008), proposed that transformational leaders' inspirational motivation behaviors will positively influence team members' satisfaction with their leader using clear and continuous stimulation. Turner and Muller (2008) in USA in their study on the project manager's leadership style as a success factor on projects found that inspiring leadership involves, instilling pride in individuals and units by clear continuous stimulation, enthusiasm and optimism, using motivational talks, setting examples of what is expected and building confidence and pointing out positive results thus enhancing implementation of projects. However the aspect of stimulating team on Implementation of projects was not looked into.

1.1.6 Conflict Resolution Strategies

Conflict in projects is often avoided and suppressed because of fear of 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 (2008) suggested that project managers are better able to negotiate and effectively handle their conflicts with

transformational leaders. Semple (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 designed 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.

1.1.7 Project Implementation

Project Implementation is the process whereby "project inputs are converted to project outputs." It is putting into practice what was proposed in the project document that is transforming the project proposal into the actual project. Project implementation phase involves project activation and project operation. This means making arrangements to have the project started, it involves coordination and allocation of resources to make project operational. Project implementation is practical management of a project, here; project inputs are transformed into outputs to achieve immediate objectives. The project implementation schedule is concerned with what activities can produce expected project outputs, what is the sequence of these activities, what is the time frame for these activities and who will be responsible for carrying out each activity.

1.1.8 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 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, within the budget and desired quality (NTA 2012/2013). A pilot survey of 15 public construction projects in Kisumu done by National taxpayers association in 2012 and 2013 revealed that, all projects studied were behind their respective schedules, construction costs had surpassed their original budget, and clients

expressed dissatisfaction of the quality of work attained. Some of the causes cited were, leadership style of the project managers which did not 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.

1.2 Statement of the problem

The process of project implementation, where inputs are converted into outputs presents an ongoing challenge for project managers. The project implementation process is complex, usually requiring simultaneous attention, a wide variety of human skills, budgetary, technical variables, and time. As a result, the project manager is faced with a difficult job characterized by role overload, frenetic activity, fragmentation and superficiality. Transformational leader behavior which is positively related to subordinate creativity, higher effectiveness and more motivated and satisfied subordinates inspired through a vision as compared to transactional leader who uses exchange relationship and monitory is presumed to be a leadership skill required by principals for implementation of CDF construction projects.

Project managers have responsibility for implementation of projects, despite projects often initiated in the context of a turbulent, unpredictable, and dynamic environment that requires leadership skills. Bagaka (2008) raised doubts as to whether the constituency development fund has met its stated objectives, giving a clear indication that the extent to which CDF has met its objectives remain a research imperative.Owuor (2013) argues that CDF management faces varied challenges, some of which include, the organization structure in managing CDF projects, Project Implementation, and identification criteria. Kerote (2007) also noted that vital components of project implementation have not fully been managed by the committees in the constituencies.

Statistics from the NTA show that 23% of assessed CDF projects funded in the financial year (FY) 2012/2013 in 6 constituencies in Kisumu County of the total CDF funds awarded in Financial Year 2012/2013 were badly implemented projects. 2% of the total CDF funds awarded in Financial Year 2012/2013 were abandoned projects , 30% of the total CDF funds awarded in Financial Year 2012/2013 were missing and unaccounted for .

32% were Ghost projects officially allocated funds; the project did not physically exist. 28% were missing funds. Total misused cash was 17,076,500, 23%, total money wasted was 1,150,000, 2% and budget unaccounted for was 21,518,563, 30%. The result was that the quality of construction and finish of 134 Projects scored about 30% marks covering quality of materials used, project completion status, on time, within budget, benefit to the stakeholder and project cost. The report, however, did not give the reasons that caused bad implementation and abandonment of those projects. Sulliva (2008) reports that many projects perform poorly due to bad leadership, conflict and communication. He further suggests that there was a need to institute responsible leadership in those projects.

A study by Stanslaus Karoli Ntiyakunze (2011) on conflicts in building projects in Tanzania concluded that factors causing conflicts were in several forms.There were those related to the nature of contracts, where the contracts were unclear and ambiguous .There were those related to role functions when the parties failed to perform as expected. However the study did not mention how to manage the conflicts. Likewise Lindaskold and Collins (2008) tackling conflict management styles and strategies as related to the role of Educational projects observed that project managers tended to suppress or avoid conflicts assuming that it would go away. Suppressing conflict, however resulted in some type of confrontation at a later date, resulting in irreparable damage to the implementation of the project.He concluded that a way to manage conflict is to apply Osgoods (1962) GRIT strategy. However he did not address the type of conflict resolutions.A study by Martin Kinnander (2011) on conflict management within project teams observed that cost, time and quality are three major measures of value for a project, he further added that if conflicts can be managed professionally and effectively during the project process it will have positive effect on these measures of value, the study however never addressed conflict resolutions.

PMBOK (2008) has shown that there is a strong correlation between quality of the leadership provided by the project managers and project implementation. Effective leadership is therefore likely to make CDF construction projects improve. It is important therefore to apply a kind of leadership that will contribute to this implementation of projects. There has been criticism in the way the CDF projects are managed in Kenya

(NTA, 2012/2013), a lot of blame has been attributed to the management styles used by project managers which have created conflict between the project managers and other stakeholders, yet no one can tell with certainty which leadership style lead to project implementation. Ndege (2013) revealed that leadership influence project Implementation. Similarly he adds that CDF management hardly practices leadership that enhances change.

On the other hand, the Implementation of a construction project according to Diekman and Van Nelson (2009) depends on how the project manager approaches conflicts facing the project. Conflicts can create adverse environment in a project, perpetrate distrust, and undermine the cooperative nature of members in a construction team, which is important in a construction process for proper management and coordination of resources, time and quality. Conflict in a project environment as contended by Diekman and Van Nelson (2009) is inevitable by-product of project activities therefore, it is important to acknowledge and plan ahead for conflict management strategies in a project environment. The problem this study sought to address was transformational leadership, conflict resolution and implementation of constituency development fund contruction projects in public secondary schools in Kisumu County, Kenya.

1.3 Purpose of the study

The purpose of this study was to determine the extend to which Transformational leadership, conflict resolution Influence Implementation of constituency development fund construction projects in public secondary schools in Kisumu County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

i. To examine how idealized behavior influences Implementation of CDF construction projects in Public Secondary schools in Kisumu County.

ii. To establish how individualized consideration influences Implementation of CDF construction projects in public secondary school in Kisumu County.

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

iv. To establish how inspirational motivation iinfluences Implementation of CDF construction projects in Public Secondary schools in Kisumu County.

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

1.5 Research Questions

The study sought to answer the following questions:

i How does idealized behavior influence Implementation of CDF construction projects in Public Secondary schools in Kisumu County?

ii How does individualized consideration influence Implementation of CDF construction projects in public secondary school in Kisumu County?

iii How does intellectual stimulation influence Implementation of CDF construction projects in Public secondary school in Kisumu County?

iv How does inspirational motivation influence Implementation of CDF construction projects in Public Secondary school in Kisumu County?

v What is the moderating influence of conflict resolution on the relationship between transformational leadership and Implementation of CDF construction projects in Public Secondary school in Kisumu County ?

1.6 Research Hypotheses

1.H_1 There is a significant relationship between idealized behavior and Implementation of CDF construction projects in Public Secondary schools in Kisumu County.

2.H_1 There is a significant relationship between Individualized consideration and Implementation of CDF construction in public secondary schools in Kisumu County.

3.H_1 There is a significant relationship between intellectual stimulation and Implementation of CDF construction projects in Public secondary schools in Kisumu County.

4.H_1 There is a significant relationship between inspirational motivation and Implementation of CDF construction projects in Public Secondary schools in Kisumu County.

5.H_1 The strength of relationship between transformational leadership and implementation of CDF construction projects depends on conflict resolution strategies.

1.7 Significance of the Study

It is hoped study provided information to the government and policy makers that would stimulate the formation of appropriate policy to address existing leadership, training and seminars to the principals who are the project managers in the schools. Henceforth the Principals might not only rely on haphazard personal experiences, or subjective expert judgments, or on tradition or fashion in their leadership tasks, but also base their methods, decisions and actions, on concrete knowledge on issues of project implementation.

Construction activities are part and parcel of every form of life for example houses, schools, hospitals, and shopping malls that we use every day are all products of construction activities. Moreover, construction activities consume various resources that by their nature are scarce. Therefore, it is important that construction projects are done in the most efficient and economical manner.

Conflicts in building projects are cited as one of the factors that undermine project Implementation. Therefore, it was important to understand nature of conflicts that a project was likely to face in order to make provision in the project set up for their management and prevention. This study featured within the field of project management. It is hoped the results of the study provided additional knowledge required by clients, financiers, project managers, architects, engineers, quantity surveyors, contractors and other stakeholders in the management of construction projects. Exploring the relationship between these variables is expected vv contribute to the body of knowledge in this area of study by serving as a useful resource

material to project managers, educating principals, scholars both in Kenya and other developing Countries. The researcher hoped that the study formed a basis for further research on implementation of CDF projects. This should lead to the generation of new ideas for the better and more efficient project leadership in schools.

1.8 Delimitations of the Study

This study was delimited to 64 Public secondary schools in Kisumu County excluding private secondary schools since private schools do not have CDF projects to be implemented.It was delimited to Kisumu County since the National tax payers report of 2012/2013 showed that there was a problem in management of CDF projects. It was conducted between August 2013 to August 2016 through Expost Facto Research Design since the design was used to study the variables in their real situation. Multi factor leadership questionnaire was used to measure transformational leadership. A mirrored research questionnaire was developed for the followers for triangulation purposes. In addition, interview schedule was used to collect data which was in Likert scale since it was a tool that was designed to measure relationship of two variables. In this case relationship of transformational leadership and project Implementation and what people did when they were at their "personal best" in leading others. The study was to specifically seek to determine the transformational leadership ,conflict resolution and projects Implementation of constituency development fund construction projects in public secondary schools in Kisumu county, Kenya .

1.9 Limitations of the Study

The main limitation of the study was poor road network in Kisumu County . Poor roads caused difficulty in reaching some schools in the interior . This was overcome by using four wheel drive vehicles and corresponding with the respondents through emai.Environmental differences between CDF projects and project managers was not part of this research and school culture's impact on conflict management strategies was not taken into consideration,instead the research was done from a general perspective.Moreover the research focused on project managers where most work and collaboration was done face to face.Cultural factors such as different local cultures, values,

religious beliefs, political alignments were considered as a source of possible disagreements/conflicts within multi cultural project teams but was not investigated in this research.

1.10 Assumptions of the Study

It was assumed that the respondents were adequately trained and would be able to use the Multifactor leadership Questionnaire.It was also assumed that principals,Board of management and teachers would be co-operative enough to give required information and that they would understand the significance of the study.

1.11 Definition of Significant Terms used in the study

Transformational leadership. Transformational leadership was defined as leadership behaviors that inspire followers, resulting in both leader and follower raising each other up to higher levels of morality, motivation, and performance based on four categories of leader behavior, including idealized behavior, intellectual stimulation, individualized consideration, and inspirational motivation.

Idealized behaviour. The idealized influence component of transformational leadership, also referred to as charisma, encompasses the leader behaviors of building confidence, role model, responsibility and recognition.

Individualized consideration. Individualized consideration refers to the leader's actions that guide followers towards reaching their respective levels of potential through individual analysis of followers, team orientation and recognition.

Intellectual stimulation. Intellectual stimulation defined as the transformational leader's desire to challenge followers thinking about problem solving strategies and promote creativity and innovation through stimulating the effort of follower, creativity, stimulate change, and stimulate permanent re-examination.

Inspirational motivation. Inspirational motivation defined as an aspect when transformational leaders also engaged in behaviors that articulate expectations and reveal the leaders commitment to the goals of the organization. These behaviors enhance the

meaningfulness of followers' work experiences and offer clear and continuous stimulation, enthusiasm and optimism, stimulating team work and pointing out positive results.

Conflict resolution strategies. Conflict strategies are patterned responses to a conflict and are usually assessed in research by having individual disclose what he or she usually does in a conflict situation. Conflict management style could be viewed as function of the interaction of two variables.In this study the styles were avoiding, accommodation, compromising and collaborative.

Implementation of CDF construction Projects: The process of project implementation, where inputs are converted into outputs to enhance implementation of projects within budget, operational of projects, and amount of time to meet key objectives for milestones.

1.12 Organization of the study

This thesis was organized in five chapters, chapter one described the background of the study, the statement of the problem, purpose of the study, research objectives, research questions, research hypothesis, significance of the study, limitation and delimitation, basic assumptions, and definitions of terms. Chapter two reviewed literature using introduction themes on transformational leadership under Idealized behavior and implementation of projects, Individual consideration and implementation of projects, Intellectual simulation and implementation of projects, Inspirational motivation and implementation of projects, theory of leadership, conflict, project Implementation and conceptual framework. Chapter three discussed, research design, target population, sample size and sampling procedure, research instrument, pilot testing of research instrument, validity of instrument,reliability of research instrument, data collection procedure, data Analysis technique,and ethical consideration. Chapter four discussed data analysis, presentation, interpretation and discussion. Chapter five discussed the summary of findings, contribution to body of knowledge and areas of further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, Literature was reviewed under the following thematic concerns of Idealized behavior and implementation of consruction projects, Individual consideration and implementation of construction projects,Intellectual stimulation and implementation of construction projects,Inspirational motivation and implementation of construction projects, conflict resolution,transformational leadership and Implementation of projects, theoretical framework, conceptual framework,and knowledge gaps.

2.2 Transformational leadership and Implementation of CDF construction projects.

Transformational leadership concept was first introduced by Burns (1978). According to Burns the transforming approach creates significant changes in the lives of people and organizations. It redesigns perceptions and value and changes expectation and aspirations of employees. Burns (1978) viewed transformational leadership as consisting of four characteristics. These are idealized behavior, inspirational motivation, intellectual stimulation, and individual consideration. Bass (1985) extended the work of Burns (1978) by exploring the psychological mechanics that underline transformational leadership. Burn added to the intial concepts of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts on followers' motivation and performance.

Transformational leadership has been associated with the personal outcomes (Hatter & Bass, 2008; Barling, Moutinho, & Kelloway, 2008; Kirkpatrick and Locke, 2006) of the follower as well as 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). Research has shown that transformational leadership impacts follower satisfaction (Hatter & Bass,Koh, Steers, & Terborg, 2009) and commitment to the organization (Barling & Hatter,1996).

Looking at project leadership style in educational project environment using survey design, Thite & Simmons (2012) study on an empirical examination of project leadership style in educational project environment using survey design, multi-factor Leadership Questionnaire (MLQ) (Form 5X) (Bass and Avolio, 1991) to examine leadership styles and the Project Implementation Profile (PIP), (Slevin and Pinto, 2006) to examine the contingency factors in Austrlia, showed that the internal consistency (Cronbach alpha) values for all the scales are significant >0.7. Two-tail test of significance values (p) for all the scales are also significant, <0.05. These values indicated that there is a significant difference between the leadership styles, outcomes, and contingency scales between more and less successful projects. The results of the study concluded that leadership style significantly influence the project success Implementation. More successful managers exhibit significantly more of transformational leadership characteristics, namely, attributed charisma, idealized influence, intellectual stimulation and individualized consideration.

In similar vein Brigit (2011) in one of the most comprehensive studies on transformational leadership among Future search leaders using a quasi-experimental design,Bass and Avolio's multifactor leadership questionnaire to identify critical transformational leadership behavior among 54 future leaders. They were compared to a group of 82 leaders who did not implement a future search program.Independent sample tests and correlation analysis found that future search leaders displayed 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 study did not address the aspect of conflict resolution on project Implementation.

Khosfari *(*2012) writing on Success measurement model for Construction Projects using a success measurement model found out how much the projects were successful after the closing phase. A two-round Delphi questionnaire survey and a questionnaire survey were applied in this research. It was concluded that a practical success measurement model which could 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) contributing on 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, found out that, charismatic leadership is an important characteristic of transformational leader, which would result in higher subordinates satisfaction as in the views of DeGroot and Beney (2009). Individual consideration transformational leaders also tend to be 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. It was concluded that transformational leadership style positively influences members' satisfaction with their leader and teamwork quality. Among four dimensions of transformational leadership style, charisma and intellectual stimulation dimension were confirmed to be more important especially in ERP implementation context.

Similarly, Lisa (2012) looking at factors that influence critical chain project management implementation pointed out that success, using descriptive survey, indicated that the presence of factors is differentiated between high-success and low-success experiences for multi-project and single-project CCPM implementations in Yugoslavia. For multi-project CCPM implementations, thirteen factors were identified as having differences in median values between high-success and low-success implementations that were statistically significant with the largest number of significant factors residing in the CCPM features factor group.

Likewise, Salem (2012) in Malaysia 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),using correlation design concluded that PIP (Project implementation profile) be used on a regular basis as a monitor of these ten key behavioral factors. While Achimba and Amanda (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. Collective responsibility among project stakeholders is a necessary

condition for successful project Implementation and the ability of project managers to generate accurate designs, cost, and time estimates will minimize the negative effects of economic instability on successful project delivery.

Ndiritu (2012) explored the relationship between transformational leadership characteristics of secondary school principals' and students' academic performance in Kenya Certificate of Secondary Education (KCSE). Stratified sampling process, Leadership behaviour was measured using the Leadership Practices Inventory.Correlational research design was employed in data analysis. Pearson correlations were used to establish if there was a relationship between transformational leadership characteristics and academic performance. Analysis of variance (ANOVA) was used to test if a relationship existed between selected demographic characteristics and the interaction of leadership characteristics of principals' and students' academic performance. To test relationships between principals' ratings and teachers' ratings, ratings of male principals and female principals, t-test was used. Results indicated a positive correlation of. Inspiring a shared vision. Encouraging the heart and Challenging the process characteristics and academic performance. There was however, a weak but not statistically significant correlation between Modeling the way and Enabling others to act characteristics and academic performance, although the study was done in a school set up ,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 .

Omange (2010) conducted a study on Factors influencing implementation of Constituency Development Fund projects in Lari, Kenya. Using descriptive survey design, simple random sampling technique and questionnaire for data collection , he concluded that the factors of governance, project identification, monitoring and evaluation and expert input have significant influence on implementation of CDF funded project and that the four factors complement one another in determining the success or failure of a project. Likewise, Ndege (2013) showed that CDF instructional projects had a significant influence on 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 nature 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 found to be statistically significant at 0.05 level of significance. The study recommended that there should be adequate budget, adequate 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. However, none of these studies addresses the specific aspect of transformational leadership and conflict resolution on Implementation of CDF construction projects in a school set up.

2.3 Idealized behavior and Implementation of CDF construction projects.

Idealized behavior refers to how the leaders build confidence and trust in the followers and also acts as a role model to them (Bono and Judge, 2004, Stone, Russel and Patterson, 2003). Idealized behaviour has two main components, namely idealized attributes (also called attributed charisma) and idealized behaviours (Yukl, 2006). These two components of transformational leadership incorporate the ideas of authors such as Weber (1947) and Nadler and Tushman (1990), who contributed to the development of the charismatic leadership theory. Typical behaviour associated with idealized attributes includes, instilling pride in those led, going beyond self-interest for the good of the group as a whole, building respect and displaying a sense of power and confidence (Pounder, 2008). In other words, the leader has certain attributes that the followers admire (Ruggie, 2009).

Prabhakar (2012) conducted a study on switch leadership in Parkistan projects an empirical study reflecting the importance of transformational leadership on project success across

twenty eight nations observed that effective project manager leadership is an important success factor on projects (Lechler, 2008, Gemuenden & Lechler, 2007). The capabilities of the people involved in resolving conflicts and unforeseen problems are an important key for project success (Pinto 2008, Pinto, Slevin, 2008, Zielasek, 2009). Previous studies on project success were carried out by Murphy, Baker and Fisher (2004) in USA, Pinto and Slevin (2008) in USA,Gemuenden and Lechler (2007) in Germany, and Shenhar, Levy, and Dvir (2007) in Israel who dealt effectively with project success factors. Murphy, Baker & Fisher (2008) had a sample size of 650 aeronautical, constructions and other projects, Pinto and Slevin (2008) had a sample of 409 projects from various industries, Gemuenden and Lechler (2007) used a sample of 448 projects and Shenhar, Levy and Dvir studied 127 Israeli project managers. Results showed the link between the two leadership orientations. Relationship-oriented project managers are more able to leverage the idealized influence transformational leadership approach ($r = .31$, $p = .001$). The data supports the current view that the reactive, one-dimensional project manager will find his or her leadership style may work well under some situations when building confidence and role model is enhanced, but is totally unsuited for others (Kangis and Lee-Kelly, 2007).

However, the study found that the leadership contingent reward behavior is linked to management by exception on projects ($r = .33$, $p = .001$) which suggests that the project manager offers incentives on a case basis where required to correct a problematic situation. This supports Path-Goal theory (House, 2008), whereby rewards must correspond to the needs and interests of the individual team member.

Yukl (2008) similarly highlights the need for the project manager to choose his or her leadership actions according to technical aspects of the team members' work. There are higher scores on Pinto and Slevin (2008) implementation factors when the project manager is seen to be responsible, positive role model by the project team, displaying the transformational leadership behaviour of idealized influence and exercising little managerial authority. The more the team understands the technology and expertise required to accomplish the specific technical action steps, the less is the need to remind them that they have a good incentive program in place ($r=.35$, $p=.000$). Caldwell and Milliken (2008) in England found that idealized leadership has invariably emerged as a key

characteristic of outstanding projects." "Effective leadership is a multifaceted process that is often defined through both subjective and objective measures of leader behavior and its effect on project implementation.

DeGroot and Berney (2009) argues that charismatic leadership is an important aspect of transformational leader, which would result in higher subordinates' satisfaction. Cheung and Chuah (2009) assert that, the dimension of charisma was confirmed to be the most important factors to influence members' satisfaction with their leader among four transformational leadership style dimensions. Project managers who employ transformational leadership and, more specifically, idealized influence taking care of team members' recognition, in conjunction with recognition-oriented approach, enjoy more project Implementation as defined by Pinto and Slevin (2008). Although previous empirical findings displaying both direct effects of transformational leadership (general factor) on Implementation Avolio and Yammarino (2002) and mediated effects through cohesion Bass and Avolio (2003), Carless (2005), Sosik *(*2007) , no empirical effort to specifically link the idealized component of transformational leadership and conflict resolution style on implementation of projects exist. Furthermore , given the aforementioned links between charismatic leadership and shared vision Shamir *et al*, (2009), Sullivan (2008),we expect that the charismatic component of transformational leadership idealized influence Avolio and Bass (1999) will impact on project implementation of CDF projects in public secondary schools by development of building confidence, role model, responsibility, and recognition. Previous empirical findings have linked the transformational leadership 'general factor 'to affective commitment Kane and Tremble (2007) and organizational commitment Rai and Sinh (2007) but have not explicitly linked idealized influence moderated by conflict resolution strategies on project Implementation.

2.4 Individual consideration and Implementation of CDF construction projects

Individual consideration is the degree to which the leader attends to each follower needs, acts as a mentor or coach to the follower and listens to their followers concerns and needs Burns (1978). Transformational leaders also tend to be optimistic Spreitzer & Quinn (2009) and more sensitive to subordinates' needs. They provide personal attention to their

members through individual consideration Askhanasy and Tse (2008). These transformational leadership behaviors could affect team members' satisfaction with the leader. For example, Yukl (2006) suggested that employees would be more satisfied with project managers who are considerate and supportive than with project managers who are either indifferent or hostile towards subordinates. Hall (2008) further observed that transformational leader treats people with dignity and respect through the individualized consideration component of team orientation leadership approach. In other words, an effective project manager recognizes that work is accomplished through people.

Kark and Zehir (2006) in their study of Measuring Leadership Styles- a review of project success variables in Netherlands, further explains how transformational leaders trust people and delegate responsibility to assist in getting tasks accomplished in the movement towards goal attainment through the individualized consideration component of individual analysis of followers. Although, Sweze and Salas (2009) look at leadership in Virtual teams, a comparison of transformational and transactional leaders in Yugoslavia explained that Individualized consideration leadership is an aspect of transformational leadership that enhances, increased listening, prompt feedback and openness to suggestions with team members that is necessary for implementation of projects, however they did not address the component of team orientation.

Beck (2008) further looking at Implementation to management plans through project leadership in Malaysia concluded that the individually considerate leader is responsible for constructing a one to one relationship with each other, listening to concerns and addressing individual needs. As such, the transformational leadership dimension of individualized consideration may be an appropriate precursor to effective Implementation of projects if the component of recognition is enhanced. These individually considerate behaviors may serve to empower team members and open extended lines of conflict resolution between the project manager and each member of the team.Dvir (2008) however specifically, posit that through individualized consideration, a leader addresses individual analysis, team orientation, recognition, appreciation of others, teaching and impact with each of his/her team members, and encourages continued individual development. In his study of transferring projects to their final user: The effect of Implementation of project success, he

revealed that competence (or self – efficacy), meaningfulness, choice and impact are necessary conditions for empowerment.

Likewise, Pinto (2009) adds that individual consideration aspect of transformational leadership is indirectly related to empowerment. However there is no empirical evidence that individualized consideration has been specifically linked to project Implementation modulated with conflict resolution strategies. Further Achimba & Amamda (2007) observed that transformational leaders can achieve increased effectiveness by harnessing the Pygmalion effect, through individual consideration component of individual analysis of followers. His study on determinants of successful project implementation in Nigeria, using field survey and objective evaluation questionnaire (OEQ), similarly reveals that the Pygmalion effect also described as the self-fulfilling prophesy effect, where the leader develops certain ideas of what the follower is capable of. However, there is no empirical evidence that individualized consideration aspects of individual analysis of followers, team orientation and recognition has been specifically linked to project implementation modulated with conflict resolution strategies.

2.5 Intellectual stimulation and Implementation of CDF construction projects.

Intellectual stimulation is a characteristic of transformational leaders who develop competence in 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) examining 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 (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 were 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) on project Implementation. However they did not address the aspect of, creativity, stimulate change, and stimulate permanent reexamination.

These findings of Coard and Berry (2008) are supported by further research conducted by Sadigoklu & Zehir, (2010), Kostopoulos (2011) and Murat and Baki (2011). This study had important managerial implications on the psychological barriers that prevented employees sharing knowledge and experience which could be enhanced through intellectual stimulation of transformational leaders. In this case, the leader to be a role model that can be emulated. Shin and Zhou (2009) likewise found that intellectual stimulation trait of transformational leadership style significantly predicted project Implementation. Although the context of Shin and Zhou (2009) research was not in Educational project implementation team, it was believed that Educational project team needed an intellectually stimulating leader who could 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 developed on the lines of multifactor Leadership Questionnaire

was used. 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 variables 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 the managerial posts on the basis of their long term experiences 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).

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 would be positively associated with intrinsic motivation.Several researchers have documented the relationship between intrinsic motivation and approaches to project Implementation, the interest to this study is the way that conflict strategies mediates the relationship between intellectual stimulation and project Bolkan and Goodboy (2009). While addressing on intellectual stimulation Shin & Zhou (2009), suggested 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, 2009).

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 about new methods and means in an innovative way by getting themselves involved in the process of decision-making as well as problem

solving that impacts 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 helped in change (Nwankwere, 2010). However, there is no empirical evidence that intellectual stimulation dimensions of stimulate the effort of follower, creativity, stimulate change, and stimulate permanent re-examination has been specifically linked to project implementation moderated with conflict resolution strategies.

2.6 Inspirational motivation and implementation of CDF construction projects

Inspirational motivation refers to the ability of the leader to motivate the whole organization.Transformational leaders make the followers see an appealing future and offer them opportunities to see meaning in their work. They therefore challenge them with high standards. Such leaders also encourage the followers to be part of organizational culture and environment Kelly (2003), Stone, Russel & Patterson (2003).Transformational leader possesses the ability to use emotions to motivate their subordinates Dubinsky and Hall (2005). This ability could inspire team members towards good mood, and indirectly affect members' satisfaction with their leaders. McColl-Kennedy (2008) found out that transformational leadership had a significant direct influence on members' frustration and optimism using the variable of clear and continuous stimulation. While positive moods (optimism) usually evoke higher reported job satisfaction Connolly & Viswesvaran (2009) or signal a state of satisfaction Ashkanasy, Schwanz *(*2009), Schwarz & Bohner (2009), it is proposed that transformational leaders' inspirational motivation behaviors will positively influence team members' satisfaction with their leaders. The result showed that there was a link between project managers who display inspirational approach and their ability to quickly identify and solve problems with his team ($r = .43$, $p = .000$).

Keegan and Den Hartog (2009) further suggested that transformational leadership was relevant to the field of Project Management, development of new forms of leadership theories were perhaps required for project managers as line managers appeared to have more charismatic influence over followers. Their findings showed that the project managers who exercisesd the transformational leadership behavior of inspirational

motivation enjoyed project Implementation. Turner and Muller (2008) study on the project manger's leadership style as a success factor on project's using survey design and evaluative quantitative analysis method found out that inspiring leadership involved instilling pride in individuals and units, using motivational talks, setting examples of what is expected,building confidence and enthusiasm thus enhancing successful Implementation of projects. However, the variables of enthusiasm and optimism, and clarity of stimulation were not tackled.

Studies by Grontons (2012) on project implementation and strategic change leadership in inclusive settings using descriptive survey found that certain leadership behaviors were important to transformational leadership for educational project managers were inspiring, social supporting, and enabling. Inspiring refers to building a vision and providing motivational tasks, social supporting refers to fostering a learning culture, facilitating support networks, handling conflicts, and enabling refers to enhancing knowledge and skills and offering intellectual stimulation. Each of these behaviors have been empirically tested and found to increase employee motivation and satisfaction in a project setting, and to improve cognitive, affective, and motivational outcomes in project settings (Bolkan & Goodboy, 2009, Gooty, Gavin, Johnson, Frazier, & Snow, 2009, Hardy, 2010, Hoehl, 2008; Ingram, 2007) however they did not address the mediating aspect of conflict resolution on Implementation CDF construction of projects.

Bhatt (2008) looking on Critical success factors for the implementation of enterprise resource planning empirical validation in South Africa, went on to state that transformational leaders work towards communicating project priorities and goals to team members in an attempt to provide a sense of overall purpose, as well as have high expectations for team members to be innovative and encourage them to reflect on what they are trying to achieve. Bhatt (2008) further posited that a project manager who is transformational focuses on individual members by providing moral support, showing appreciation for the work of individual members, and considering their opinion. However they did not address the mediating aspect of conflict resolution on implementation of CDF construction project.

Another study by Krahn & Harterman (2006) on Important leadership competencies for project managers.The fit between competencies and project success, using OLS multi-regression model found out that transformational leaders were said to be inspiring by generating excitement and confidence but they did not address the variable enthusiasm and optimism. The process started with including everyone in the organization in developing the vision (Scot, 2006). If everyone has contributed to the vision, then all should be inspired to achieve this vision. This would be achieved through setting an example of hard work, giving motivational talks, remaining optimistic in tough times and acting in the best interests of the employees Walumbwa (2010). The inspirational element, particularly, means that transformational leadership has often been described as behaviour that achieves 'performance beyond expectations adds Hardy (2010). A study by Nutt (2008) on tactics of implementing Approaches for projects using hypothesis showed that inspirational motivation had significant positive effect on project Implementation. Followers are inspired to perform better than expected, and often put more effort in their work than is expected (Anderson, 2008). However, there is no empirical evidence that inspirational motivation variables of clarity of stimulation, enthusiasm and optimism, stimulating team work, and pointing out positive results have been specifically linked to project implementation moderated with conflict resolution strategies

2.7 Conflict resolution strategies on transformational leadership and Implementation of CDF construction projects

Conflict in projects is often avoided and suppressed because of fear of its negative consequences, and urge 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 (2008) suggest that team members are better able to negotiate and effectively handle their conflicts with transformational leaders. (Semple 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,performance trade-offs, manpower resources, cost, schedules and personality. Additionally, Colin and Veen (2009) 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, using 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 compromising conflict handling style was the major approach that project managers employed 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 projects participant are the root causes of conflicts in building projects in Tanzania. Similarly, Grontons (2012) 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 out that, conflicts and disputes led to high attendant cost both in terms of direct and indirect costs Yates and Hardcastel (2008). The direct costs found included the costs for lawyers, claims consultants, management time and delays in project completion. The indirect or consequential costs included degeneration of working relationships, mistrust between participants, lack of teamwork and resultant poor standards of workmanship as the factors which undermine project success.

A number of authors such as Langford (2009), Walker (2009), Fenn and Gameson (2009), Ambrose and Tucker (2008) , Loosemore (2008), Loosemore (2011), Harmon (2009), Ankrah and Langford (2009) contend that, in a project environment, conflict is an inevitable by product of the organizational activities. Langford, Kennedy and Sommerville (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 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 Gardiner (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.

Walker (2010) collected data from 287 project managers during a national's series of seminar and concluded that the intensity of conflict was relatively substantial over the entire project life cycle. His work strongly reflects an earlier study of conflict by Thamhain and Wileman (2009) adopting the same breakdown of project stages and addressing the same issue of conflict. A further study by Baker (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 (2010). 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 and 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 2010).

Nonetheless, Bresmen and Haslan (2010) contend that, some conflicts may be meaningful and may produce beneficial results to the project while, Loosemore and Dennis (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.

2.7.1 Highlights on the conflict strategies

Blake and Mouton as cited in Cheung and Chuah (2009) identified the five classical main modes or methods of resolving or handling conflicts as avoiding, accommodating, competing collaborating and compromising.

2.7.2 Avoidance

This approach is often regarded as a temporary solution to a problem. The problem and the resulting conflict can come up again and again. Some people view avoidance as cowardice and an unwillingness to be responsive to a situation (Kerzner, 2008).The theory suggests this mode to be used when, there is possibility of winning, the stakes are low, the stakes are high but one is not ready yet to pursue them, when one wants to gain time, to unnerve one's opponent, to preserve neutrality or reputation, when one thinks the problem will go away or may win by delaying. This is a passive response to conflict as classified by Zikmann as cited in Fenn and Gameson (2009) and the reasercher is of the view that if adopted in projects then Implementation of CDF projects would be enhanced.

2.7.3 Accommodation

This approach mainly attempts to reduce the emotions that exist in a conflict.It does that by emphasizing areas of agreement,strong points,and areas of commonalities and de-emphasis or even suppresses any differences in viewpoints among conflicting parties. An example of smoothing would be to tell someone; "we have agreed on three of the five points and there is no reason why we cannot agree on the last two points". Smoothing does not necessarily resolve a conflict, but tries to convince both parties to remain at the bargaining table because a solution is possible. In smoothing one may sacrifice one's own goals in order to satisfy the needs of the other party (Kerzner, 2008).

The theory suggests this mode to be used when an overarching goal need to be reached. There is a need to create an obligation for a trade-off at a later date, there are low stakes involved in the conflict, liability is limited, to maintain harmony among the conflicting

parties, any solution is adequate, creation of good will among conflicting parties is important, there is a high possibility of losing the claim at stake in the conflict and when there is need to gain more time. Indeed this approach has some features of a passive response to conflict because under this approach some problems are left unresolved.

2.7.4 Competing

This approach happens when one party tries to impose the solution at expense of the other party. This leads to a win – lose situation. Kerzner (2008) asserts that, conflict resolution works best when resolution is achieved at the lowest possible levels. The higher up the conflict goes, the greater the tendency for the conflict to be forced with the result being a "win– lose" situation in which one party wins at the expense of the other. The theory suggests this mode to be used when exists a do-or-die situation. There is certainty that you are right, stakes involved in the conflict are high, important principles are at stake, one part in the conflict is stronger than the other, a party to the conflict wants to gain power or status, the conflict is on short term deals, maintenance of the relationship is not important, it is understood that a game is being played and when a quick decision has to be made. This is a typical aggressive conflict resolution approach as classified by Zikmann as cited in Fenn and Gameson (2009).

Thamhain and Wilemon as cited in Cheung and Chuah (2009) found that different modes of conflict resolution might lead to either positive or negative consequences to conflict management. An avoiding approach may intensify the conflict in future as it is neglected and left unresolved. A smoothing approach may have similar consequences although the conflicting parties are less resentful as there is inherent emphasis on identifying some common grounds in resolving the conflict. A forcing approach always leads to a win-lose situation thereby generating feelings of resentment among conflicting parties regardless of whether they come out as winners or losers. It is advised that before using this approach, one should always assess the probable effects on the team members and all the parties involved. The compromising approach can generate resolutions that satisfy to some degree both conflicting parties, but most probably may not be the optimal ones. It would be too risky to use this approach to handle for instance disagreements over quality or technical performance issues in construction projects. The collaboration approach was found to be

the most effective solution in handling conflicts Cheung and Chuah (2009).Under this approach the conflicting parties set out with a positive frame of mind in search of what is the best course of action to take. Each of the above five modes can be characterized by two scales, assertiveness and cooperation. The Thomas-Kilmann Conflict Mode Instrument (TKI) developed by Keneth. Thomas and Ralph Kilmann (1974) is a conflict style inventory developed to measure an individual's response to conflict situation and widely used instrument for assessment to determine the appropriate conflict mode to be used. The instrument is based on two scales, assertiveness set as a horizontal scale and cooperation as a vertical scale.

2.7.5 Collaborating

Under this approach, the conflicting parties meet face to face and try to work through their disagreements. This approach focuses more on solving the problem and is less combative. According to Cheung and Chuah (2009), the attitudes of parties to the conflict if this approach is adopted should be to generate the "best" solution even though the original views of either or both parties may need to be modified or discarded. Both parties should aim to seek a win-win situation. This mode as suggested by Kerzner (2008) can be used: when conflicting parties can both get at least what they wanted and even more, when a common power base can be created, when cost for resolution of conflict in hand should be reduced, when skills are complementary, when a conflict fundamentally involves attacking a common foe, when there is trust between conflicting parties, when there is enough time for resolving the conflict, when there is confidence in the person's ability and when the ultimate objective is to learn. This approach exemplifies a creative active response to conflict.

2.7.6 Compromising

Compromising fundamentally is to bargain or search for solutions with a give and take attitude so that both parties leave with some degree of satisfaction. Compromising as suggested by Kerzner (2009) is often the result of confrontation. The theory suggests this mode to be used when: no outright winner or loser can emerge, maintaining relationship between conflicting parties is important, the stakes involved in the conflict are moderate,

parties to the conflict are equally strong, sufficient time is available for negotiation to reach agreement and when parties to the conflict are not sure whether they are right or not with their claims. This approach like collaborating exemplifies a creative active response to conflict. Moreover, the existing empirically based leadership/ conflict resolution studies primarily have focused on a direct leadership performance link, without examining what conflict resolution strategy could have on Implementation of projects. Because conflict resolution is a required component of project Implementation Kezsbon (2008), Weddikkara (2009) their inclusion into a leadership / project Implementation of CDF construction projects model is pertinent. As such, the study attempts to examine Influence of conflict resolution on the relationship between transformational leadership and project implementation of CDF construction projects by exploring what role conflict resolution strategies processes may play in a transformational leadership and implementation of CDF construction projects.

2.8 Theoretical Framework

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

2.8.1 Transformational leadership Theory.

This study was modeled on transformational leadership theory advanced by Burns (1978). The theory postulates that transformational leader possesses a dream of what the organization is supposed to be and what it will be. As applied to this study, the theory holds that independent variables idealized behaviour, individual consideration, intellectual stimulation, and inspirational motivation would influence implementation of CDF construction projects. This is true considering the fact that the principal shapes a strategic vision of a realistic and attractive future that bonds the teams and focuses their energy towards project goals. This theory was preferred over contingency theory and systems theory since it was based on the three primary components which were contingent reward, active management by exception and passive management.

2.8.2 Contingency theory

This study was also guided by contingency theory of management developed by Fielder (1979). It‘s name stems from the notion that the association between management orientation and effectiveness was dependent on contingent on the extent to which the situation was favorable for the exertion of influence. Behavior therefore was determined by the interaction of conflicts characteristics and the situation in which the conflict was taking place. The assumption of this theory was that it was difficult to alter style that had helped one to resolve conflict in the past. Therefore, the best way to achieve effective resolution was to match the leader to the situation or to change the situation to fit the leader. As applied to this study the contingency theory was related to the moderating variable conflict resolution strategy and it holds that there are factors in project that determine which conflict would be effective. The fact that it proposes that there was no best method, and that the best method was contingent upon situational factor is what endeared it to this study since this is true position in conflict resolution strategies.

2.8.3 The Systems Theory

According to Walker (1996), this theory essentially gives a way of thinking about complex processes so that, the interrelationships of the parts and their influence upon the effectiveness of the total process can be understood, analyzed and improved. Its origin lies in the biological sciences through its founder Ludwig von Bertalanffy who devised the general system theory (GST) from his consideration of the fundamental interdependency of many aspects of science which were studied independently. He generalized his theory to show that, it was applicable and valuable to a broad spectrum of disciplines. As applied to this study the systems theory was related to the dependent variable implementation of CDF construction projects and it holds that construction projects are about systems and until one system is done you cannot move to another system.

2.9 Conceptual framework

The study is guided by the following conceptual frame work showing the relationship between transformational leadership, conflict resolution and implementation of constituency development fund construction projects.

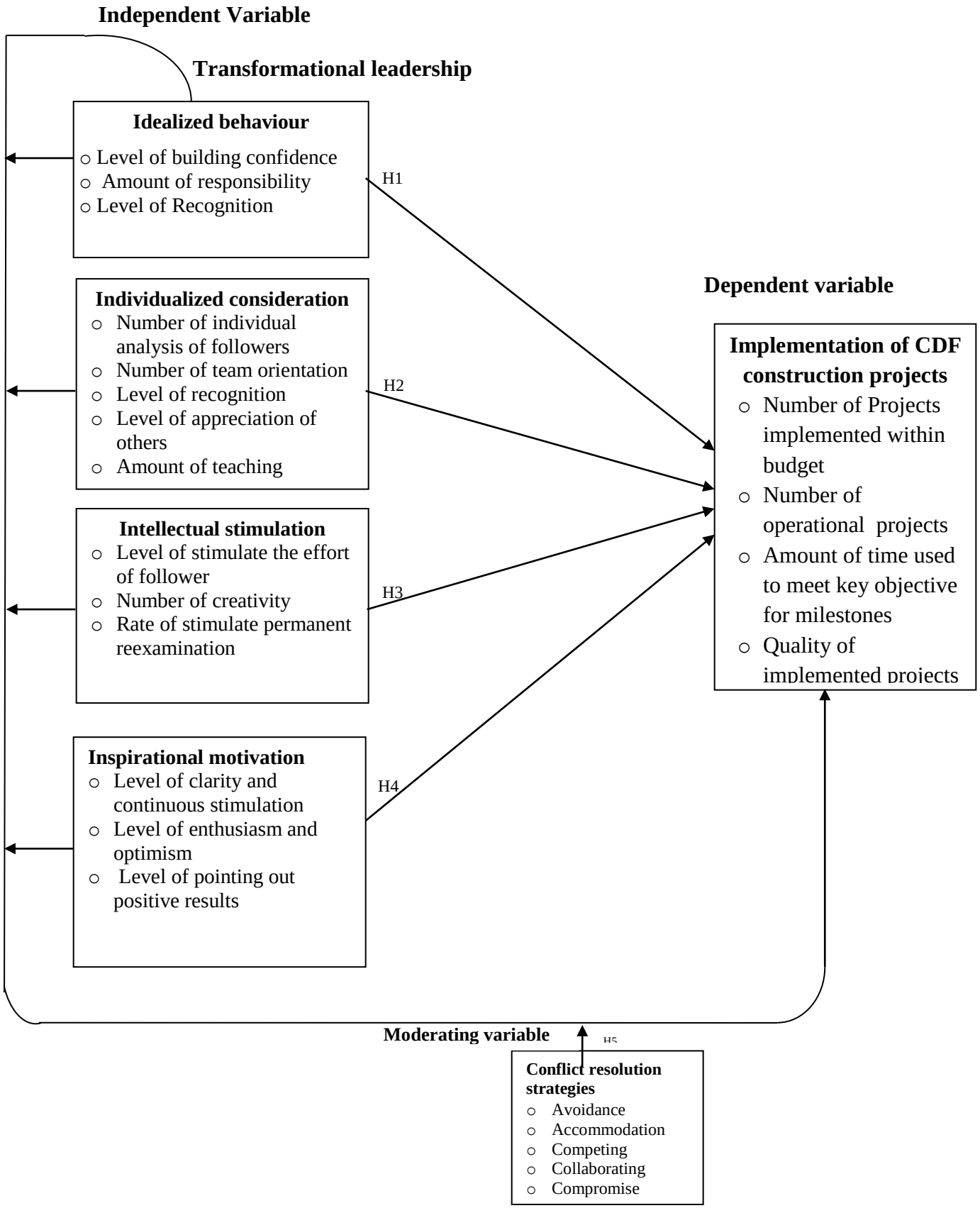


Figure 2.1: Conceptual framework on transformational leadership,conflict resolution and Implementation of CDF construction projects.

Source: Reseachers own concept

The dependent variable for this study is Implementation of CDF construction projects .The indicators are number of projects completed within the budget, the number of operational projects, and amount of time used to meet key objectives for milestones. The Independent variables are Idealized behavior whose indicators are level of building confidence, rate of role model, amount of responsibility, level of recognition and if enhanced it will contribute to implementation of projects. Individualized behavior whose indicators are number of individual analysis of followers, number of team orientation, and level of recognition and if enhanced it will contribute to implementation of projects. Intellectual stimulation whose indicators are level of stimulate the effort of follower, number of creativity, rate of stimulate change, rate of stimulate permanent reexamination if enhanced it will contribute to implementation of projects.Inspirational motivation whose indicators are level of clarity and continuous stimulation, level of enthusiasm and optimism, rate of stimulating team work, level of pointing out positive results and if enhanced it will contribute to implementation of projects. And moderating variable is conflict resolution strategies whose indicators are types of conflict resolution strategies.

2.10 Knowledge gaps

variable	Author	Indicator	Title of the study	Methodology	Findings	Gaps
Idealized behavior	Prabhakar (2012), Murphy Et Al (2008) Degroot Et Al (2008) Sullivan (2008)	- Level of building confidence - Rate of role model - Amount of responsibility - Level of recognition	- Transformational leadership & project success - Project success factors - Transformational leadership & subbordinate - Transformational leadership & effective commitment	- Data was collected through interview &analyzed through descriptive ,using means of central tendency	-Effective project manager leadership is an important success factor on project. Relationship oriented managers are more able to leverage the idealized influence transformational approach Charismatic leadership is an important characteristic of transformational leaders Idealized influence enhances commitment.	- Did not use expost facto as a research design
Individul consideration	Hall(2008) Kark et al (2006) Sweze & Salas (2009) Beck (2008) Dvir(2008)	- Number of individual analysis of followers - Number of team orientation - Level of recognition - Level of ppreciation of others - Amount of teaching	- Component of transformational leadership approach -Comparison of transformational & transactional leaders -Implementation to management plans through project leadership -Effect of implementation on project success	-Data was collected through interview &analyzed through descriptive ,using means of central tendency	- Transformational leaders treat people with dignity through individual consideration. Transformational leaders trust people in getting tasks accomplished through the individual consideration. Individual consideration leadership enhances increased listening, prompt feedback and opening Individual consideration leader addresses individual analysis, team orientation, recognition, appreciation of others to encourage individual empowerment.	- Did not use Multifactor-leadership questionnaire
Intellectual stimulation	Ayub (2013) Fauji et al (2013) Shieh et al (2009) Stamatia et al (2007)	- Level of stimulate the wffort of follower - Number of creativity - Rate of stimulating change - Level of stimulatimg permanent reexamination	- Intellectual stimulation & approach to educational projects - Implementation of projects using a model tested on enterprise - Implementation of projects - Project management through use of intellectual stimulation -	-Data was collected through interview &analyzed through descriptive ,using means of central tendency	- Intellectual stimulation works to encourage thoughtful problem solving through careful contemplation. Positive effect on intellectual stimulation, experimental sharing of explicit knowledge sharing. Intellectual stimulation trait of transformational leadership style significantly predicted project success Managers had better concepts about the key ideas of intellectual stimulation.	- Did not have a moderating variable

Inspirational motivation	Keegan & Den hartog (2009) Graetz (2009) Bhatt(2008) -Krahn & Harterman (2006)	- Level of clarity of continuous stimulation Level of enthusiasm and optimism - Rate of stimulating teamwork - Level of pointing out positive results	- Transformational leadership & project management.. - Project implementation & leadership. - Implementation of resource planning through leaders - Important leadership competencies	Data was collected through interview &analyzed through descriptive ,using means of central tendency	- project managers who exercise inspirational motivation enjoy project success Inspiring motivation through social supporting and enabling were important to managers Transformational leaders encourage members by inspiring on what they are trying to achieve.	- Did not use Multi-factor leadership questionnaire

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes methodology that was used to conduct the study this includes: research paradigm, research design, target population, sample procedure and sample size, research instruments, pilot testing, validity and reliability of the instrument, data collection procedure,data analysis techniques,ethical consideration and operationalization of the variables.

3.2 Research Paradigm

The study was anchored on pragmatism paradigm. Pragmatism paradigm which derives from the work of Peirce, James, Mead, and Dewey (Cherryholmes, 1992), Patton (1990), and cherrholmes (1992). Pragmatism is not committed to any one system of philosophy and reality. This applies to mixed methods research in their assumptions when they engage in their research. Individual researchers have a freedom of choice. They are "free" to choose the methods, techniques, and procedures of research that best meet their needs and purposes. In a similar way, mixed methods researchers look to many approaches to collecting and analyzing data rather than subscribing to only one way (e.g. quantitative or qualitative). Under mixed models approach,descriptive data analysis is undertaken independently followed by inferential data analysis.Under mixed method approach,both descriptive and inferential data analysis are carried out simultaneously in a cross-sectional integrated manner.In this study ,mixed method approach was followed .This means that descriptive,inferential and qualitative analysis were carried out as per the study objectives.

This study applied mixed methods design and pragmatism paradigm. In this study quantitative data was collected using multi-factor leadership questionnaire which are in likert scale, Thomas Kilmann tool which is in categorical scale,and researched own developed questionnaire which were in interval scale and ratio scale, while qualitative data was collected from the principals using interview, while documentary analysis from

National tax payers, project Implementation status, and constituency project code list. Mixed method studies provides opportunities to integrate a variety of theoretical perspectives Morgan (2007). In this study, the integrated theoretical perspectives were such as transformational leadership theory, contingency theory, and systems theory. The parametric test used in this study was F-test which was used to compare the variance of two independent samples. It was also used in the context of analysis of variance (ANOVA) for judging the significance of more than two sample means at one and the same time. It was also used for judging the significance of multiple correlation coefficient of the influence of conflict resolution on the relationship between transformational leadership and implementation of CDF construction projects in public secondary school in Kisumu County. Both probability and non-non probability sampling procedures were used, stratified and simple random sampling was applied. From each stratum, simple random was then applied to arrive at 64 out of 217 principals, and the principals were purposively selected. Pragmatist researchers look to the "what" and "how" to research based on its intended consequences where they want to go with it.

The paradigm that guided this study was pragmatism.The choice of pragmatism paradigm in the study was informed by the ontological, epistemological, axiological, and methodological underpinning of pragmatism .Alan (2009) posits that a researcher is quided by the ontological, epistemological, axiological, and methodological orientations. Ontologically, pragmatism offers the middle ground desired in mixed method. In this study both quantitative and qualitative aspects of the transformational leadership were investigated justifying the need for pragmatism. Epistemologically, pragmatism frees the researcher to selectively intract with the research. In this study the researcher indulged with the research in collection and analysis of qualitative data.The axiology stand in pragmatism is that truth is what works at the time .It is not based in a strict dualism between the mind and reality. It is completely independent of the mind. Thus, in mixed methods research, investigators use both quantitative and qualitative data because they work to provide the best understanding of a research problem. Axiology perspectives, Johnson and Anthony (2004) argue that pragmatism is best suited for mix methods research approach since it balances between quantitative which is value free with no research bias and qualitative research which is potentially value laden.In this study values were not looked down upon

nor were they taken fully into guiding the study.Otherwise quantitative aspects required in project implementation measurement would have been compromised. Finaly since both deductive and inductive logics were desired in their study, pragmatism emerged as the best paradigm to quide the research methodology. This paradigm was applicable to this study because of the quantitative and qualitative approach which by itself is inadequate and thus it is aimed to combine both approaches to develop multiple perspectives and a complete understanding of the research problem or research question. It also aimed at enhancing and enriching the meaning of a single perspective from a multiple perspective. It further aimed to contextualize information, to make a micro picture of the system e.g. Implementation of the CDF construction projects and add information about individuals for example the principals. The paradigm also aimed to merging quantitative and qualitative data to develop a more complete understanding of a problem, to develop a complimentary picture, to compare, validate and triangulate results, to provide illustrations of context for trends, or to examine processes, experiences along with outcomes Plano (2010). It was also applied to have one database built on another. When the researcher intends to develop survey instrument, an intervention, or program informed by qualitative findings or to determine the best participants with which to follow up or to explain the mechanisms behind the quantitative results (Plano, 2010).

3.2.1 Research Design

The research design for this study was Ex-post facto design. Expost facto design was ideal for conducting social research when it was not possible or acceptable to manipulate characteristic of human participation, (Kerlinger & Ront, 1986). The design was chosen for this study since it attempted to explain a consequence based on antecedent conditions, determine the influence of a variable on another variable and test claim using statistical hypotheses techniques, and the independent variable would not be manipulated. In the context of social science the design investigation seeked to reveal possible relationship by observing an existing condition or state of affairs and serving back in the time for plausible and contributing factors. It is a method of testing out possible antecedent of events that have happened but cannot be manipulated by the investigator. By identifying possible cause retrospectively the study adopted an expost facto approach to test hypotheses. It was

thus examining, retrospectively, the effect of a naturally occurring event on a subsequent outcome with a view of establishing a causal or correlational link between them, and tests another variable.

3.3 Target population

The target population consisted of all the 217 Principals of public secondary schools (Kisumu County Education office, 2013) distributed as shown in Table 3.1. The Principals are the project managers in a school set up and are involved in overseeing the implementation of the CDF projects in schools. The 217 board of management , the 2,106 teachers who represent the interest of the followers of the principals in a school set up. Public secondary schools in Kisumu County were selected because private secondary schools did not have CDF projects. It was therefore trusted to provide sufficient information on the relationship between transformational leadership and implementation of CDF projects, and to act as a pointer to the leadership of principals in other areas within the county.

3.4 Sampling Procedure and sampling Size.

This section describes sample size and sampling procedure used in the study.The study used 30% of each region to get the sample sizes of schools Gay and Airasian (2003). Gender distribution was made up of the proportionate distribution of the schools in the region;

For Kisumu Cental $30/100 \times 12 = 4$

To arrive at the desired sample for the teachers, the researcher aimed to be 95% confident about the results in this study. To ensure the attainment of this confidence level, Cochran (1977) formula was used to select the number of teachers.

The required formula is: $s = (z / e)^2$

Where:

s = the sample size

z = a number relating to the degree of confidence. (1.96 for 95% confidence). e = the error the study is prepared to accept, measured as a proportion of the standard deviation (accuracy)

$s = (1.96 / 0.1)^2$

Therefore s = 384.16

In other words, 384 teachers had to be sampled to meet the established criterion. All the principals in the selected schools were studied. A total of 6 (384/64) teachers were selected from each sampled school making a total of 384 teachers. The study used 30% of each region to get the sample sizes of schools. Gender distribution was made up of the proportionate distribution of the schools in the region.

3.4.1 Sample Size

The study applied both probability and non probability sampling procedures to obtain the number required for the study from Principals of Public secondary schools in Kisumu County. The probability sampling used was stratified and simple random sampling technique. From each stratum, simple random sampling was applied to arrive at 64 out of 217 and 1 BOG member from the 64 schools.

Table 3.1: Number of Public secondary schools in Kisumu County: Public Secondary Schools

Name of constituency	No. of Public Secondary Schools	Male	Female
Kisumu Central	12	08	04
Kisumu East	14	11	03
Kisumu West	34	20	14
Muhoroni	33	27	06
Nyakach	53	39	14
Nyando	41	25	16
Seme	30		04
Total	**217**	**148**	**69**

Source: Kisumu county Education office – Kisumu County (2014).

3.4.2 Sampling procedure

The sample size table was arrived using statistical formulae and it consisted of 64 principals selected from 217 principals in Kisumu County, 64 was therefore a representative size for a population of 217

Table 3.2: Sample size

Name of constituency	No. of Public Secondary Schools	Sample size	Male	Female
Kisumu Central	12	04	08	04
Kisumu East	14	04	04	11
Kisumu West	34	10	10	20
Muhoroni	33	10	27	06
Nyakach	52	15	39	14
Nyando	40	12	25	16
Seme	32	09	26	04
Total	**217**	**64**	**156**	**61**

3.5 Research Instrument

The data collection instruments was multifactor leadership questionnaire and Thomas Kilman instrument for the Principals, Researcher developed questionnaire for the teachers and Board of management, Interview schedule for principals and document analysis.

3.5.1 Multifactor Leadership Questionnaire form 6-S (MLQ 6S) for project Managers

The study adopted and modified the Multifactor Leadership Questionnaire form 6-S (MLQ, 6S), since it was interested in measuring the managerial leadership behaviour. The Multifactor Leadership Questionnaire was based on the work of renowned leadership theorists like Bass, Avolio and Yammarino Avolio and Bass (1997). The transformational leadership scales comprise idealized behaviour, individualized consideration, intellectual stimulation, and inspirational motivation. It has been modified and tested since 1985, with the result that various forms, or versions, of the questionnaire have been developed. This was administered to the principals of the 64 public secondary schools. MLQ is the most

widely instrument to assess transformational leadership theory Kirkpatric and Locke (2006) and is considered the best validity measure of transformational leadership Ozaralli (2003). Kelloway, Barling and Helleur (2000) found strong correlations among the subordinates of transformational leadership. Yammarrino and Dubinsky (1994) also reported very high correlations among the four transformational scale from the data of 105 salespersons and their 33 sales supervisors. Similar results were reported by the study of Tracey and Hinken (1998) when they tested the contractual distinction of the four transformational factors. A reliability check for the MLQs (English and Thai versions) were conducted to provide evidence that the MLQ, especially after translating from English to Thai, produced the data for which it was designed. The Cronchbach alpha produced, alpha = 0.86 for the original MLQ and alpha=0.87 for the translated MLQ, the reliability values were greater than 0.70 indicating an acceptable statistics testing level (Nunnally, 1967).

3.5.2 The Thomas Kilmann Conflict Management Questionnaire

The study also adopted Thomas-Kilmann & Ralph Kilman (1974) conflict mode Instrument (MODE) to measure the five conflict managing modes, avoiding, accommodating, competing, collaborating, and compromising. Thomas-Kilmann Questionnaire was useful because it was already standardized, and because this study would measure the type of conflict management styles which the instrument was designed to measure. It consisted of 30 forced-choice questions from which respondents chose between two paired statements, each describing one of the five conflicts styles included in the managerial grid. The range of possible scores for each style was form 0 (For very low Use) to 12 (for very high use). Scoring the TKI was accomplished by totaling the number of items circled in each column. This was to be administered to the principals 64 public secondary schools. Data captured was to include the five conflict management styles. Reliability and Validity Studies of the Thomas-Kilmann Instrument have examined internal reliability, test-retest reliability, structural validity, and predictive validity. Internal reliability and test-retest reliability fall under what Thomas and Kilmann refer to as substantive validity. Substantive validity was testing the internal consistency of the items identified with each dimension, and how consistently individuals prefer each of the five

conflict strategies. Cochran (1951) alpha was used as the measure of internal reliability. A study conducted by Thomas and Kilmann (1978) reported all coefficients for the five strategies to be in the moderate range of acceptability with the exception of the accommodating strategy. The scores ranged from a low of .43 for the accommodating strategy to a high of .71 for the competing strategy with a mean score for the five strategies of .60. With respect to test-retest reliability, which reflects the stability of scores measured for the same population at different times,the study by Thomas and Kilmann (1978) reported moderately high and consistent scores across the strategies. Scores ranged from a low of .61 for the competing strategy to a high of .68 for the avoiding strategy. The mean score was .64.

3.5.3 Interview schedule

Interviews are interpersonal, face-to–face conversation method of qualitative data collection, which involves the interviewer asking questions to the interviewee who in turn responds to them. In this study, key informant interview was used to collect information from one principal per constituency . Interview questions were used to gather primary information from the selected school principlas.Standardized interview adhered strictly to pre-planned questions for consistency across all respondents Borg (2001). This was done to ensure the researcher concentrated on a common body of information response to transformational leadership characteristic. This gave in-depth information on the management of CDF construction projects. The qualitative data yielded from the interviewers enabled the study to balance between quality and quantity of data collected.

3.5.4 Document Analysis Guide

Document analysis is critical examination of public or private recorded information related to the issue under investigation. Document analysis included the National Taxpayers Association (NTA), Project Implementation status, and Constituency project code list to obtain unconstructive information at the pleasure of the study and without interrupting the researched, and obtain data that are thoughtful in that the informants had given attention to complying them. Document analysis was important since it was used to obtain data on the Implementation of CDF projects.

3.5.5 Pilot testing of the instrument

A pilot study is an important part of questionnaire development, particularly with regard to the identification of fundamental design errors (Oso & Onen, 2009). Aspects that must be tested includes ambiguity of questions and instructions, accuracy of statements, boredom, loss of concentration, difficulty of questions and suitability of response options. It also helps in enhancing reliability of the Instructions. A pilot study was undertaken, in a convenience sample of principals in public secondary schools in Kisumu County. The instruments were piloted by the researcher to 21 principals in 21 schools selected randomly in Kisumu County and the schools were not included in the sample size. This is in line with Connelly (2008) who suggests that a pilot study sample should be 10% of the sample projected for the larger percent study.As a result of the pilot study a few minor changes with regard to the wording,and therefore ambiguity,of questions were made for the completed Multifactor leadership questionnaire. The 20 principals appraised the questionnaire and this led to the satisfaction of soundness of items and to estimate period of time required to answer the questionnaire.

3.5.6 Validity of the Instrument

Validity refers to the extent to which an instrument measures what it claims to measure. It is the degree to which results obtained from the analysis of the data actually represents the phenomena under study (Kothari,2008). Content validity was ascertained by using expert opinion to check the content and format of an instrument judge whether or not it was appropriate. This was ensured through use of experts who were the supervisors of the student. The questionnaires were given to the three supervisors to evaluate and rate each item in relation to the objectives as “not relevant” or “relevant” on a scale of 1-4 such that 1 was *not relevant*, 2 was *somewhat relevant*, 3 was *quite relevant* and 4 was *very relevant*. The supervisors assessed the relevance of the content used in the instrument. Their recommendations were used to make the necessary corrections in the final questionnaire. The first part of the questionnaire was Multifactor Leadership questionnaire which was developed by Bass and Avolio (1997). Bass and Avolio (2007) reported construct validity evidence for the 30-item. Results from MLQ have shown high face validity and predictive

validity, meaning that the results not only make sense to people but also predict whether a leader's performance is high, moderate, or low. Scores on MLQ are positively correlated with measures of a leader's credibility, effectiveness with upper management, team-building skills, work-group norms, and actual levels of output according to Bass and Avolio (1997). In terms of face validity, Bass and Avolio (2003) indicated that individuals who have completed the MLQ found the instrument to correspond with their beliefs and ideas about exemplary leadership practices.For this study contrust validity was ascertained by defining clearly the variables being measured, formulating the hypothesis based on a theory underlying the variables and testing hypothesis logically and empirically.It was also ascertained by using different instruments to measure the same concept embodying the the principle of triangulation.

3.5.7 Reliability of Research Instruments.

Reliability refers to the repeatability, stability or internal consistency of a questionnaire Jack & Clarke (1998). Cronbach's alpha was used to test the reliability of the measures in the questionnaire Cronbach (1951). A measure is considered reliable if a person's score on the same test given twice is similar. 20 questionnaires were piloted by issuing them randomly to 20 different school principals. The questionnaires were then coded and responses put into SPSS which was used to generate the reliability coefficient as per the table 3.3.

Reliability Test for transformational leadership, conflict resolution and implementation of CDF construction projects.

Table 3.3: Test reliability test for transformational leadership styles and implementation of CDF projects

Reliability Statistics	
Cronbach's Alpha	No. of items
0.770	64

Findings presented in Table 3.3 shows that the Cronbach Alpha Coefficient of 0.770 for influence of transformational leadership on implementation of CDF construction projects was achieved. This is acceptable because it is above the Cronbach Alpha Coefficient of 0.7 and therefore qualifies for subsequent analysis.

3.6 Data Collection Procedure

Data collection procedure started in January 2015 immediately the instruments were received. The researcher obtained research permission from the Kisumu county Education office and the list of all secondary schools from each sub-county. The researcher also got permission from the respective schools in the sample for the study. The questionnaires were then to administered to the principals. The researcher and research assistant then carried out the exercise by distributing the questionnaires to school principals. The questionnaires were taken to the selected secondary schools in Kisumu County. The questionnaires were left with the Principals who completed them and then were later collected by the research assistants. This was done in three phases. Phase one captured assessment of Principals' background information. Phase two involved transformational leadership characteristics and conflict strategies. Phase three involved interview with selected principals. After a week, the researcher and research assistants collected the questionnaires for analysis. Thereafter the researcher identified seven principals that were interviewed each interview lasting for about 15 minutes. The interview data were collected by note taking.

3.7 Data analysis techniques

Quantitative analysis began by editing, coding, cleaning and transforming data. Data were analyzed using descriptive statistics of arithmetic means, standard deviations, frequencies and percentages. Inferential statistics were used to analyze data from the likert scale. Each hypothesis was analyzed as follows: Pearson correlation coefficient was used to test the relationship of hypothesis $H_{A1:}$ There is a significant relationship between idealized behavior and implementation of CDF construction projects in Public Secondary schools in Kisumu County.$H_{A2:}$ There is a significant relationship between inspirational motivation and Implementation of CDF construction projects in Public Secondary schools in Kisumu

County.$H_{A3:}$ There is a significant relationship between Individualized consideration and Implementation of CDF projects in Public Secondary schools in Kisumu County. $H_{A4:}$ There is a significant relationship between intellectual stimulation and Implementation of CDF construction projects in Public Secondary schools in Kisumu County.

This was to establish the single significant relationship and strength between idealized behavior, individual consideration, intellectual stimulation and inspirational motivation on implementation of CDF construction projects. This was tested at 95% confidence level, implying that 95 times out of 100 we can be sure that there was a significant correlation between two variables, and there was a 5% chance that the relationship does not exist. This error margin of 5% was used to test the null hypothesis. For the variables whose calculated p value was less than 0.05, the null hypothesis that corresponded to it was accepted, otherwise rejected. H_5 which tested the combined relationship of four independent variables and moderating variable on the dependent variable, was analyzed using Multi-linear Regression analysis. This model examined the simultaneous influence of several variables on dependent variable that was likert scaled. The model was based on the assumption that, any specific value of independent variable, the value of the Y variable were normally distributed (normality assumption) and that the variance for the Y variables were the same for each of the dependent variables (equal-variance assumption). The model aids in understanding how much of a variance in the dependent variable explained by a set of predictors (independent variable). Multiple regression model was used to establish the combined influence of transformational leadership, idealized influence, individual consideration, intellectual motivation, inspirational motivation, and conflict resolution strategies on implementation of CDF construction projects.

3.7.1 Multiple Linear Regression model (Causal modeling)

Multiple linear regression model was used to establish the simultaneous Influence of principal's transformational leadership and Conflict resolution on implementation of CDF construction projects in public secondary schools, since the model showed how much of the Variance in the dependent variable was explained when independent and moderating variable were theorized to simultaneously influence it and the fact that the study data type

was dichotomous and continuous. Based on Aiken and West (1991) the relationship between principal's transformational leadership and Conflict resolution on implementation of CDF construction projects was developed into linear regression model as follows.

$Y_j=\beta_{0+}\beta_i X_{i+}\beta_{mi} X_{m+} \varepsilon_i$

Where:

Y_{j-} The dependent variable

β_0- Population's regression constant

β_i (i = 1, 2…n) are the population's regression

n coefficients for each independent variable

X_{i-} The potential predictors

β_{mi} - regression coefficient of the moderating variable

X_{mi-} Moderating variable

ε -is the Model error variable.

Implementation of CDF construction projects = β0 +βi * Principal's transformational leadership +βmi* Conflict Resolution Strategies + Model error. This relationship was assumed to hold for all observations (i= 1, 2 ….n). The inclusion of a random error, εi, was necessary because other unspecified variables also affected Implementation of CDF construction projects. This model assumes that for each value of the predictor, there was a group of response values and that these dependent values were normally distributed and was continuous. Based on the five hypothesis generated the following model apply for each;

Hypothesis $_{1:}$ There is a significant relationship between idealized behavior and implementation of CDF construction projects in Public Secondary schools in Kisumu County.

Implementation of CDF construction projects = *f* (Idealized influence, random error)

$Y_j=\beta_{0+}\beta_1 X_{1+}\ \varepsilon_i$

Hypothesis $_{2:}$ There is a significant relationship between inspirational motivation and Implementation of CDF construction projects in Public Secondary schools in Kisumu County.

Implementation of CDF projects = *f* (inspirational motivation, random error)

$Y_j=\beta_{0+}\beta_2 X_{2+}\ \varepsilon i$

Hypothesis $_{3:}$ There is a significant relationship between Individualized consideration and Implementation of CDF projects in Public Secondary schools in Kisumu County.

Implementation of CDF construction projects = *f* (Individualized consideration , random error)

$Y_j=\beta_{0+}\beta_3 X_{+}\ \varepsilon_i$

Hypothesis $_{4:}$ There is a significant relationship between intellectual stimulation and Implementation of CDF construction projects in Public Secondary schools in Kisumu County.

Implementation of CDF construction projects = *f* (intellectual stimulation, random error)

$Y_j=\beta_{0+}\beta_4 X_{4+}\ \varepsilon i$

Hypothesis $_{5:}$ 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)

$Y_j=\beta_{0+}\beta_1 X_{1+}\beta_{m1}\, X_{mi+}\ \beta_2 X_{2+}\beta_{m2}\, X_{m2} + \beta_3 X_{3+}\beta_{m3}\, X_{m3+}\ \beta_4 X_{4+}\beta_{m4}\, X_{m4+}\ \beta_5 X_{5+}\beta_{m5}\, X_{m5} + \varepsilon i$

Qualitative data was measured thematically, by classifying the responses into broad categories. The interview responses were read several times over and through constant

comparisons, consistencies present was to be noted. The consistency that was deemed to be themes was to be identified and coded. A theme was considered present in the data if it occurred at least three times across all interviewees. This cut-point of three was used because it represented a 10 percent endorsement which was the lowest permissible effect based on Cohen (2000) non-linear arcsine transformation criteria. A value 2 was to be assigned when a theme appears, or was deemed present, and 1 when the theme did not appear (was deemed to be absent) on a respondent responses. Hence, all interviews were to have a series of 1s and 2s for all themes determined to have occurred at least three times.

3.8 Ethical Consideration

The Belmont Report (1979) outlines three basic principles relevant to the ethics of research involving human subjects, namely respect of persons, beneficence, and justice. In conducting this research great care was taken to understand and be familiar with any and all of the regulations associated with field of the study. It was extremely important to protect the right of the participants. Cooper and Schindler (2003) argued that research must be designed so that a respondent does not suffer physical harm, discomfort, pain, embarrassment, or loss of privacy. Informed consent, confidentiality, anonymity and, the participant right to privacy were some of the measures used to ensure that the participant, respondent or subject would be treated with principal of respect of the person, beneficence and justice.

3.9 Operationalization of variables

This table discusses the operationalization of variables.

Table 3.4: Operationalization of the variables

Research objectives	Independent Variables	Indicators	Level of measurement	Research approach	Research design	Tools of analysis	Dependent variable	Indicators
Examine how idealized behaviour Influence Implementation of CDF projects	Idealize behavior	• Level of building confidence, • Rate of role model, • Amount of responsibility • Level of recognition.	Likert scale	Mixed mode & pragmatism	Ex post facto	Inferential & descriptive statistics	Implementation of CDF Cconstruction projects	Number of projects implemented within the budget, number of operational projects, amount of time used to meet key objectives of milestones, level of quality, level of scope.
Establish how individual consideration Influence Implementation of CDF projects	Individualized consideration	• Number of Individual analysis, • number of team orientation, • level of recognition, • level of appreciation of others, • Amount of teaching.	Likert scale	Mixed mode & pragmatism	Ex post facto	Inferential & descriptive statistics	Implementation of CDF construction projects	Number of projects implemented within the budget, number of operational projects, amount of time used to meet key objectives of milestones, level of quality, level of scope

Determine how intellectual stimulation Influence Implementation of CDF projects	Intellectual stimulation	• Level of Stimulate the effort of followers, • number of creativity, • rate of stimulate change, • Rate of stimulate permanent re-examination.	Likert scale	Mixed mode & pragmatism	Ex post facto	Inferential & descriptive statistics	Implementation of CDF construction projects	Number of projects implemented within the budget, number of operational projects, amount of time used to meet key objectives of milestones, level of quality, level of scope
Establish how inspirational motivation Influence Implementation of CDF projects.	Inspirational motivation	• Level of Clarity & continuous stimulation, • Level of enthusiasm, • Rate of optimism, stimulating teamwork, • Level of pointing out positive results.	Interval	Mixed mode & pragmatism.	Ex post facto	Inferential & descriptive statistics	Implementation of CDF construction projects	Number of projects implemented within the budget, number of operational projects, amount of time used to meet key objectives of milestones, level of quality, level of scope
Establish how the strength of relationship between transformational leadership and Implementation of CDF projects depends on conflict resolution	Moderating effect of conflict resolution on transformational leadership and successful implementation of CDF construction projects.	• Accommodation, • Avoidance, • Competing, • Collaboration • Compromise	Interval.	Constructivism	Ex post facto	Inferential & descriptive statistics	Implementation of CDF construction projects	Number of projects implemented within the budget, number of operational projects, amount of time used to meet key objectives of milestones, level of quality, level of scope

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1. Introduction

This chapter presents the study results which have been discussed based on thematic and sub-thematic areas as per objectives.The thematic areas are Idealized behaviour and implementation of CDF construction projects, individual consideration and implementation of CDF construction projects, intellectual stimulation and implementation of CDF construction projects, inspirational motivation and implementation of CDF construction projects. Descriptive, inferential and qualitative statistical analysis were carried out in this chapter and discussed simultaneously in a cross-sectional manner. For each research objective, descriptive analysis was first done by use of the percentage frequencies, arithmetic mean and the standard deviation followed by inferential analysis by use of correlation analysis and multiple regression analysis to test the significance relationship under study.Qualitative data was collected through interview and document analysis and were presented verbertively as per the respective thematic areas.

4.2 Questionnaire Return Rate

Out of the 64 questionnaires administered to the principals, 61 were dully filled giving a response rate of 95%, out of 64 questionnaires issued to the BOG, 62 were dully filled, representing a response rate of 97%, while out of 384 questionnaires issued to the teachers 369 were dully filled giving a response rate of 96% and therefore all these response were regarded as the responsive instrument for subsequent analysis.This is line with the views of Cooper and Schiendler (2005) who observes that 75% and above response rate is reasonable enough for statistical generalization.

4.3 Demographic characteristics of the Respondents

In order to understand the characteristics of respondents the researcher was dealing with in the study, their background information was necessary, especially in relation to the nature of schools in which the respondents were. The study sought to elicit first information from

the respondents on distribution by sub-county, gender, age, education, and years in service. These are further discussed in the following sub sequent sub-themes.

4.3.1 Demographics Profile of the Principals

The demographic characteristics of the principals that were considered by the study were Sub county, gender, age group, level of education, length of service in the station. Distribution by sub-county was important to check whether respondents were evenly distributed across the schools under consideration. Distribution of respondents by gender was done to ascertain that respondents were evenly distributed between the two genders since none of the two genders was given preferential consideration in the selection of the respondents. Distribution of respondents by age group was done to ascertain that respondents were evenly distributed in respect to age since an individual age was not a consideration in the selection of respondents.Age could also influence a subject view of conflict as needing to be either resolved or managed.Age groups were classified into three categories. Distribution of respondents by level of Education was considered important because level of Education would most likely have impact on transformational leadership and conflict resolution of the Institutions. It had three options of secondary, college, and university. Distribution of respondents by level of service was done to indicate how long the respondents had worked in their organizations. The duration an individual had been in service was considered important in management of transformational leadership and conflict resolution. The responses of the principal are shown in Table 4.1

Table 4.1: Demographic characteristics of the principals (n=61)

Characteristics	n(f) frequency	(%) percent
Sub County		
Kisumu Central	4	6.56
Nyando	12	19.67
Kisumu West	10	16.39
Kisumu East	4	6.56
Nyakach	12	19.67
Muhoroni	10	16.39
Seme	9	14.75
Total	**61**	**100**
Gender		
Male	33	54.1
Female	28	45.9
Total	**61**	**100**
Age(years)		
40-45	8	13.1
46-50	26	42.6
51 and above	27	44.3
Total	**61**	**100**
Education Level		
Diploma	3	4.9
Undergraduate	19	31.1
Masters	39	63.9
Total	**61**	**100**
Length of service (years)		
6-10	4	6.6
11-15	18	29.5
16-20	23	37.7
Above 21	16	26.2
Total	**61**	**100**

The study findings of sub county distribution indicate that 4(6.56%) of the principals work in Kisumu Central, 4(6.56 %) in Kisumu East, 10(16.39%) in Kisumu West, 10(16.39%) in Muhoroni, 12(19.67%), in Nyando,12(19.67%) in Nyakach, and 9(14.75%) in Seme.This implies that there is a fair distribution of principals in the county and transformational leadership and conflict resolution can be done fairly in the county on school projects.Distribution of principals by gender indicated that 33(54.1%) were male while 28(42.9%) were female. Three respondents were not responsive in this particular item of research instrument.This indicated that the schools had complied with the requirement of employment in public sector to be at least 30% of either gender (GOK, 2012).This may also imply that there were more male than female.This finding could be attributed to the traditional belief that most secondary school principlas are male and therefore better

transformational leaders and conflict managers. On the distribution of the principals by age results indicated that most 53(87%) of the principals were above 45 years old, and 8(13.1%) were between 40-45 years. This implies that majority of the respondents are mature in age and are able to be transformational leaders and effective conflict managers. On Education level findings indicate that 3(4.9%) had Diploma level of education, 19(31.1%) had undergaduate level of education and a majority 39(63.9%) had Masters level of education.This result implies that majority of the principals had Masters level of Education and therefore are capable of being principals in secondary schools. On Length of service, findings indicate that 4(6.6%) of principals had worked in their stations for 6-10 years, 18(29.5%) had worked for 11-15 years, 23(37.7%) had worked for 16-20 years, and 16(26.2%) had worked for above 21 years this implies that a number of principals had a wealth of experience in their work and were therefore in a good position to enhance transformational leadership and even manage conflicts in their school projects .

4.3.2 Demographic characteristics of the Board of Management

The demographic characteristics of the Board of management that were considered by the study were,Sub county, gender, age group, level of education, length of service in the station. Distribution of Board members was important to check whether respondents were normally distributed across the schools under consideration. Distribution of respondents by gender was done to ascertain that respondents were normaly distributed between the two gender since none of the two gender was given preferential consideration in the selection of the respondents. Distribution of respondents by age group was done to ascertain that respondents were normaly distributed in respect to age since an individual age was not a consideration in the selection of respondents. Age could also influence on a subject view of conflict as needing to be either resolved or managed. Age groups were classified into five categories. Distribution of respondents by level of Education was considered important because level of Education would most likely have impact on transformational leadership and conflict resolution of the Institutions. It had three options of secondary, college, and university. Distribution of respondents by level of service was done to indicate how long the respondents had worked as board members in the respective schools. The duration an individual had been in service was considered important in management of

transformational leadership and conflict resolution. The responses of the Board of management are shown in Table 4.2.

Table 4.2: Demographic characteristics of the Board of Management (n=62)

Characteristics	(n=62)frequency	(%) percent
Sub County		
Kisumu Central	4	6.5
Nyando	12	19.4
Kisumu West	10	16.10
Kisumu East	4	6.5
Nyakach	13	21.00
Muhoroni	10	16.10
Seme	9	14.50
Total	**62**	**100**
Gender		
Male	38	61.30
Female	24	38.70
Total	**62**	**100**
Age bracket		
Less than 30	2	3.2
30-35	1	1.60
35-40	4	6.50
40-45	9	14.50
45-50	6	9.7
50-55	40	64.50
Total	**62**	**100**
Education Level		
Diploma	3	4,9
Undergraduates	19	31.1
Masters	39	63.9
Total	**62**	**100**
Length of service		
1-5	7	11.30
6-10	26	41.90
11-15	17	27.40
16-20	8	12.90
Above 21	4	6.5
Total	**62**	**100**

The study findings shows that distribution of Board of management by sub-county distribution indicate 4(6.5%) of the Board of Management was in Kisumu Central,4(6.5 %) in Kisumu East, 10(16.10%) in Kisumu West, 10(16.10%) in Muhoroni, 12(19.4%) in Nyando, 13(21.0%) in Nyakach, and 9(14.50%) in Seme.This implies that all the schools are fairly represented by the Board of managemnent and their presence in schools would help in supporting principlas transformational leadership and conflict resolution. Since they are representative of both the government and community, indeed they would ensure that conflicts in schools are amicably managed so that implementation of schools projects are not frustrated. The research findings of distribution by gender distribution indicate that

38 (61.3 %) were male while 24 (38.7 %) were female.The respondents were skewed favorably in respect to gender spread in line with the Constitution of Kenya chapter four part 197 which asserts the observation of not more than two thirds of the same gender. From this finding one may deduce that there were more male Board of management than female .This implies that even though the constitution requires two thirds of either gender in most cases this has not been adhered to.The study findings of Age distribution indicate that 9(14.5%) of the board of management were between age 40-45 years 6(9.7%) were between 45 -50 years, and 40(64.5 %) were above 50 years,1(1.6%)were between 30-35 years and 2(3.2%) were less than 30 years. This implies that majority of Board members were advanced in age and had what it takes to manage conflicts and enhance transformational leadership effectively in school projects.The study findings for length of service indicated that 7(11.30%) of Board of Management had been in different school boards for 1-2 years, 26(41.90), had worked for 3-4 years, 17(27.4%) had worked for 5-6 years, 8(12.9%) had worked for 7-8 years and 4(6.5%) had worked for above 9 years. This implied that a number of Board of Management had a wealth of experience in management of schools and were therefore in good position to respond to conflicts in schools projects.The low number of years would be attributed to government policy of not sitting in the Board for more than two consecutive periods.

4.3.3 Demographic characteristics of the teachers.

The demographic characteristics of the teachers that were considered in this study were Sub county, gender, age group, level of education, and length of service in the station. Distribution of teachers by sub-county was important to check whether respondents were normally distributed across the schools under consideration. Distribution of respondents by gender was done to ascertain that respondents were normaly distributed between the two gender since none of the two gender was given preferential consideration in the selection of the respondents. Distribution of respondents by age group was done to ascertain that respondents were normaly distributed in respect to age since an individual age was not a consideration in the selection of respondents.Age could also influence on a subject view of conflict as needing to be either resolved or managed. Age groups were classified into six categories. Distribution of respondents by level of Education was considered important

because level of Education would most likely have impact on transformational leadership and conflict resolution of the Institutions. It had three options of, secondary, college, and university. Distribution of respondents by level of service was done to indicate how long the respondents had worked as teachers in the respective schools. The duration an individual had been in service was considered important in management of transformational leadership and conflict resolution. The responses of the Teachers are shown in Table 4.3.

Table 4.3: Demographic characteristics of the Teachers (n=369)

Characteristics	(n=369)	(%) percent
Sub County		
Kisumu Central	35	9.50
Nyando	60	16.30
Kisumu West	64	17.3
Kisumu East	51	13.8
Nyakach	49	13.3
Muhoroni	35	9.5
Seme	75	20.3
Total	**369**	**100**
Gender		
Male	209	56.60
Female	160	43.40
Total	**369**	**100**
Age bracket		
Less than 30	28	7.6
30-35	45	12.20
35-40	103	27.90
40-45	129	35.50
45-50	58	15.70
50+	6	1.60
Total	**369**	**100**
Education Level		
Secondary	1	0.30
Diploma	1	0.30
Under-graduate	170	46.10
Masters	197	53.40
Total	**369**	**100**
Length of service		
1-5	111	30.10
6-10	160	43.40
11-15	74	20.10
16-20	12	3.30
Above 21	12	3.30
Total	**369**	**100**

The study findings of the sub -county indicate 35(9.5%) of the teachers were in Kisumu Central 60(16.3 %) in Kisumu East, 64(17.3%) in Kisumu West,51(13.8%) in Muhoroni 35(9.5%) in Nyando,49(13.3%) in Nyakach, and 75(20.3%) in Seme. This implies that all the sub-counties had a propotion of teachers that would be a support of conflict management in projects esepecialy from their departmental point of view. The study findings on gender indicate that 160(43.4%) were female while 209(56.6 %) were male.

The study findings on distribution of teachers by age indicate that 145(2.2%) of the teachers were between age 30-35 years, 103(27.9 %) were between 35-40 years, and 129(35.0 %) were between 40-45 years, 28(7.6%) were less than 30 years and 6(1.6%) were above 50 years.This implies that a number of teachers were over 30 years and their age could influence on a subject view of conflict as needing to be either resolved or managed.The research findings on level of Education indicate that 1(0.3%) had secondary level of education, 1(0.3%) had Diploma level of education, 170(46.1%) had Under-graduate level of education and 197(53.4%) had Masters level of education. This was of essence to the study because level of education would have impact on transformational leadership and conflict resolution. Teachers with high level of Education also had better skills in overseeing the implementation of construction projects in schools.

4.3.3.1 Tests for statistical assumptions and analysis of Likert type data

An assessment of the normality of data is a prerequisite for many statistical tests because normal data is an underlying assumption in parametric testing. There are two main methods of assessing normality, graphically and numerically. Statistical tests have the advantage of making an objective judgment of normality; graphical interpretation has the advantage of allowing good judgment to assess normality in situations when numerical tests might be over or under sensitive.

In this study, Kolmogorov-Smirnov test statistics (KS-test) and Shapiro-Wilk test (SW-test) were carried out to determine if the data sets which were tapped on Likert scale differed significantly without making any assumption about the distribution of the data. The null hypothesis was that the sample populations were not normal. In all the variables under investigation i.e Idealized behavior, individual consideration, intellectual stimulation

and inspirational motivation, p< 0.05 in which case the null hypothesis was rejected and was concluded that the samples were picked from a normal population. While testing whether a population is normal by use SW-test, statistic, the null hypothesis is rejected if the value is too small (Shapiro and Wilk 1965). In this study, all the SW-test statistics were approaching 1>0.05 and hence the null hypothesis that the population was not normal is rejected. The results of Kolmogorov-Smirnov test statistics and Shapiro wilk test are shown in tables 4.4,4.5,4.6 and 4.7.

Table 4.4: Tests of Normality

	Idealized behavior	***Kolmogorov-Smirnov[a]***			***Shapiro-Wilk***		
		Statistic	***Df***	***Sig.***	***Statistic***	***Df***	***Sig.***
Operational projects implemented	*SA*	*.271*	*22*	*.000*	*.874*	*21*	*.011*
	A	*.267*	*39*	*.000*	*.847*	*39*	*.000*
a. Lilliefors Significance Correction							

Table 4.5: Tests of Normality

	Individual consideration	***Kolmogorov-Smirnov[a]***			***Shapiro-Wilk***		
		Statistic	***Df***	***Sig.***	***Statistic***	***Df***	***Sig.***
operational projects implemented	*SA*	*.210*	*33*	*.001*	*.868*	*33*	*.001*
	A	*.318*	*24*	*.000*	*.778*	*24*	*.000*
	N	*.307*	*4*	*.*	*.729*	*4*	*.024*
a. Lilliefors Significance Correction							

Table 4.6: Tests of Normalityb

	Intellectual stimulation	***Kolmogorov-Smirnov[a]***			***Shapiro-Wilk***		
		Statistic	***Df***	***Sig.***	***Statistic***	***Df***	***Sig.***
Operational projects implemented	*SA*	*.238*	*20*	*.004*	*.882*	*20*	*.019*
	A	*.248*	*36*	*.000*	*.856*	*36*	*.000*
	N	*.260*	*3*	*.*			
a. Lilliefors Significance Correction							

Table 4.7: Tests of Normality

	Inspirational motivation	*Kolmogorov-Smirnov[a]*			*Shapiro-Wilk*		
		Statistic	***Df***	***Sig.***	***Statistic***	***Df***	***Sig.***
operational projects implemented	*SA*	*.246*	*22*	*.001*	*.853*	*22*	*.004*
	A	*.268*	*36*	*.000*	*.865*	*36*	*.000*
	N	*.385*	*3*	*.*	*.750*	*3*	*.000*

a. Lilliefors Significance Correction

In confirming the assumption of normality underpinning the multiple linear regression model that was used in the study,both SW-test and Ks test were used,this tests were significant to the study majorly because the multiple linear regression model was based on the assumption that any specific value of Independent (Transformational leadership and conflict resolution) were normally distributed and that the variance dependent variable were the same for each (Implementation of CDF construction project),it was therefore imperative to test for this assumption as per the results in tables 4.4 through 4.7 .

4.4 Idealized behaviour and Implementation of CDF construction projects.

Idealized behavior is an aspect of clear behavior from the leader leading by example so that the team members may emulate him. It was important to get information on Idealized behavior and implementation of CDF construction projects to ascertain if the principlas used this transformational leadership style that builds confidence and trust in the followers. This was the first objective that the study sought to achieve.The respondents were requested to respond to the statements in the Likert scale of 1-5 where 5=strongly agree, 4=Agree, 3=Neutral, 4=Disagree, 5=strongly disagree. The responses are presented in

Table 4.8.: Idealized behavior and implementation of CDF construction projects

STATEMENTS	SA	A	N	D	SD	Mean	Std. dev
I make others to feel good to be around me	22 (36.1%)	28 (45.9%)	1 (1.6%)	7 (11.5%)	3(4.9%)	1.98	1.081
Others have complete faith in me	17(27.9%)	42(68.8%)	2(3.3%)	0(0.00%)	0(0.00%)	1.73	0.482
Others are proud to be associated with me	18(29.5%)	38(62.3%)	5(8.2%)	0(0.00%)	0(0.00%)	1.77	0.563
Always exemplifies qualities that employees admire	21(34.4%)	38(62.3%)	2(3.3%)	0(0.00%)	0(0.00%)	1.68	0.567
Never sets a personal example as far as high standards are concerned	17(27.9%)	11(18.1%	1(1.6%)	4(6.5%)	28(45.9%	2.38	1.427
Often demonstrates for others how to make decisions and solve problems	21(34.4)	38(62.3%)	2(3.3%)	0(0.00%)	0(0.00%)	1.67	0.510
Always practices what he/she preaches	21(34.4%)	37(60.7%)	3(4.9%)	0(0.00%)	0(0.00%)	1.68	0.537
Never ask others to do what he/she is unwilling to do	17(27.9%)	32(52.5%)	3(4.9%)	6(9.8%)	3(4.9%)	2.10	1.085
Models for others how to improve organizational productivity	21(34.4%)	40(65.6%)	0(0.00%)	0(0.00%)	0(0.00%)	1.65	0.481
Invests considerable energy to champion the goals of the organization	27(44.3%)	31(50.8%)	3(4.9%)	0(0.00%)	0(0.00%)	1.58	0.561
Communicate the organization's mission and values through his/her actions	25(41%)	29(47.5%)	5(8.2%)	2(3.3%)	0(0.00%)	1.70	0.696

Eleven statements were developed to measure the extent of influence of idealized behavior and implementation of CDF construction projects the statements were, I make others to feel good around me, others have complete faith in me,others are proud to be associated with me, always exemplifies qualities that employees admire, never sets a personal example as far as high standards are concerned,others demonstrate for others how to make decisions and solve problems, always practice what he/she preaches, never ask others how to improve organizational productivity, Invests considerable energy to champion the goals of the organization, communicates the organization's mission and values through his/her actions. Statement (1) I make others to feel good around me had a mean of 1.98 and a standard deviation of 1.084. This results indicate that majority 28(45.9%) of principals

agreed that they make others to feel good around them, this was followed by 22(36.1%) who strongly agreed and the mean was lowest at 1(1.6%) who were neutral. Statement (2) others have complete faith in me had a mean of 1.73 and a standard deviation of 0.482.

This results indicate that majority 42(68.8%) of principals agreed others have complete faith in them, this was followed by a score of 17(27. 9%) who strongly agreed and the score was lowest at 2(3.3%) who were neutral.Statement (3) others are proud to be associated with him had a mean of 1.77 and a standard deviation of 0.563. This results indicate that majority 38(62.3%) of principals agreed others are proud to be associated with him, this was followed by a score of 18(29.5%) who strongly agreed and the score was lowest at 5(8.2%) who were neutral.Statement (4) always exemplifies qualities that employees admire had a mean of 1.68 and a standard deviation of 0.567. This results indicate that majority 38(62.3%) of principals agreed that they always exemplifies qualities that employees admire,this was followed by a mean score of 21(34.4%) who strongly agreed and the mean score was lowest at 2(3.3%) who were neutral. Statement (5) Never sets a personal example as far as high standards are concerned had a mean of 2.187 and a standard deviation of 1.127.

This results indicate that majority 28(45.9%) of principals strongly disagreed that never set a personal example as far as high standards are concerned. This was followed by a score of 17(27.9%) who strongly agreed and the mean score was lowest at 1(1.6%) who were neutral.Statement (6) others demonstrate for others how to make decisions and solve problems had a score of 1.67 and a standard deviation of 0.510. This results indicate that majority 38(62.3%) of principals agreed that others demonstrate for others how to make decisions and solve problems, this was followed by a mean score of 21(34.4%) who strongly agreed and the mean score was lowest at 2(3.3%) who were neutral. Statement (7) always practise what he/she preaches, had a mean of 1.68 and a standard deviation of 0.537. This results indicate that majority 21(60.7%) of principals agreed that they always practice what he/she preaches, this was followed by a mean of 21(34.4%) who strongly agreed and the score was lowest at 3(4.9%) who were neutral. Statement (8) never ask others how to improve organizational productivity had a mean of 2.10 and a standard deviation of 1.083. This results indicate that majority 32(52.5%) of principals agreed that

they never ask others how to improve organizational productivity, this was followed by a score of 17(27.9%) who strongly agreed and the score was lowest at 3(4.9%) who were neutral. Statement (9), models for others how to improve organizational productivity had a mean of 1.68 and a standard deviation of 0.181.This results indicate that majority 40(65.6%) of principals agreed that they model for others how to improve organizational productivity, this was followed by a mean of 21(34.4%). Statement (10) Invests considerable energy to champion the goals of the organization had a mean of 1.58 and a standard deviation of 0.562.

This results indicate that majority 31(50.8%) of principals agreed that they Invest considerable energy to champion the goals of the organization, this was followed by a score of 27(44.3%) who strongly agreed and the mean score was lowest at 3(4.9%) who were neutral. Statement (11) communicates the organization's mission and values through his/her actions had a mean of 1.58 and a standard deviation of 0.562.This results indicate that majority 29(47.5%) of principals agreed that they communicates the organization's mission and values through his/her actions this was followed by a score of 25(41%) who strongly agreed and the score was lowest at 2(3.3%) who were neutral. Summatively Statement 5 (never sets a personal example as far as standard are concern) had the highest mean (2.38) and the standard deviation was 1.427. This result indicate that 28 (45.9%) of principals strongly disagree that they never set a personal example as far as high standards are concerned, this was followed by statement 8 (never ask others to do what he/she is unwilling to do), with a score of 2.10 and the standard deviation was 1.085.

This result indicate that the majority 32(52.5%) of principals agreed that they never ask others to do what he/she is unwilling to do, statement 10 sought the opinion of the principal whether (they invest considerable energy to champion the goals of the organization), the score was lowest at 1.58 with a standard deviation 0.561, this implies that majority 27(44.3%) of the principals agreed that (they invest considerable energy to champion the goals of the organization).Variability among the principals was higher (σ= 1.427) on statement 5, and lower (σ=0.561) for statement 10. The current study confirms the position taken by previous studies on project success carried out by Murphy, Baker and Fisher (2004) in USA, Pinto and Slevin (2008) in USA, Gemuenden and Lechler

(2007) in Germany, Shenhar, Levy, and Dvir (2007) in Israel who dealt effectively with project success factors. Murphy *et al*, (2008) had a sample size of 650 aeronautical, constructions and other projects, Pinto and Slevin (2008) had a sample of 409 projects from various industries, Gemuenden and Lechler (2007) used a sample of 448 projects and Shenhar *et al* studied 127 Israeli project managers. Results showed the link between the two leadership orientations, relationship-oriented project managers are more able to leverage the idealized influence transformational leadership approach ($r = 0.31$, $p = .001$), however unlike the current study they did not address the aspect of project managers never setting a personal example as far as high standard are concern.

These findings were further supported by qualitative data and this is what the principals had to say on Idealized behaviour and project Implementation. All The principals agreed that transformational leadership had helped their leadership because it has enabled the team members to increase awareness of what was right and important and to motivate followers to perform beyond expectation. They emphazed that Practice of idealized behaviour has enabled their team members to be encouraged to share common visions and goal by providing a clear sense of purpose. This is in agreement with the views of Pounder (2008) who observed that typical behaviour associated with idealized attributes includes instilling pride in those led, going beyond self-interest for the good of the group as a whole, building respect and displaying a sense of power and confidence. The findings are also similar to the findings of Ruggie (2007) who asserted that the leader has certain attributes that the followers admire.

Hypothesis 1:

The study sought to examine the relationship between idealized behavior and implementation of CDF construction projects. Pearson correlation coefficient was used to test the relationship between idealized behavior and implementation of CDF construction projects; this was done at 95% level of confidence. To test the extent of the relationship between idealized behavior and implementation of CDF projects several characteristics of idealized behavior were computed based on the following hypothesis;

H_0 : There is no significant relationship between idealized behavior and implementation of CDF construction projects.

The corresponding mathematical model for the hypothesis was identified as follows:Implementation of CDF construction projects = f (Idealized behavior) .The data that was used to test this hypothesis were obtained from items 1 Idealized behavior to 11 Idealized behavior measuring the influence of idealized behavior on the implementation of CDF construction projects. Using 95% level of confidence,the null hypothesis, H_0 : There is no significant relationship between idealized behavior and implementation of CDF construction projects was tested and all the P-values under significant 2-tailed in Table 4.9 (Idealized behavior1, P-value=0.003, Idealized behavour2, p-value=0.002, Idealizedbehavior3, p-value 0.456, Idealized behavior4, p-value=0.006, Idealized behavior 5, p-value=0.000, Idealized behavior 6, p-value=0.001, Idealized behavior 7, p-value=0.000, Idealized behavior 8, p-value=0.003, Idealized behavior 9, p-value=0.005, Idealized behavior 10, p-value 0.007 and Idealized behavior 11, p-value=0.10) were all less than the threshold of α=0.05 implying that there is a significant relationship between idealized behavior and implementation of CDF construction project leading to rejection of the null hypotheses. The decision criterion used was that any P-value less than the threshold of α=0.05 would be considererd significant and subsequently lead to the rejection of the null hypothesis or fail to reject the null hypothesis when the P-value obtained is greater than the threshold of α=0.05. The results obtained are indicated in Table 4.9.

Table 4.8: Correlations of idealized behavior and project implementation

Transformational leadership (idealized behavior)		Projects implemented	Operational projects implemented	Time taken to meet key objective milestone
Idealized behaviour1	*Pearson Correlation*	*.403*	*.482*	*.351***
	Sig. (2-tailed)	*.003*	*.001*	*.006*
	N	*61*	*61*	*61*
Idealized behaviour2	*Pearson Correlation*	*0.415*	*.431*	*0.566*
	Sig. (2-tailed)	*.002*	*.001*	*.000*
	N	*61*	*61*	*61*
Idealized behaviour3	*Pearson Correlation*	*0.456*	*.454*	*.383*
	Sig. (2-tailed)	*.005*	*.001*	*.002*
	N	*61*	*61*	*61*
Idealized behaviour4	*Pearson Correlation*	*.461*	*..456*	*.474*
	Sig. (2-tailed)	*.006*	*.005*	*.001*
	N	*61*	*61*	*61*
Idealized behaviour5	*Pearson Correlation*	*.444*	*.412*	*.440*
	Sig. (2-tailed)	*.0.000*	*.0.00*	*.013*
	N	*61*	*61*	*61*
Idealized behaviour6	*Pearson Correlation*	*.512*	*.461*	*.424*
	Sig. (2-tailed)	*.001*	*. 014*	*.043*
	N	*61*	*61*	*61*
Idealized behaviour7	*Pearson Correlation*	*.640*	*.524*	*.541*
	Sig. (2-tailed)	*.000*	*.043*	*.043*
	N	*61*	*61*	*61*
Idealized behaviour8	*Pearson Correlation*	*.466***	*.427*	*.457*
	Sig. (2-tailed)	*.003*	*.008*	*.003*
	N	*61*	*61*	*61*
Idealized behaviour9	*Pearson Correlation*	*.541*	*.426*	*.409*
	Sig. (2-tailed)	*.005*	*.033*	*.045*
	N	*61*	*61*	*61*
Idealized behaviour10	*Pearson Correlation*	*.516*	*.414*	*.553*
	Sig. (2-tailed)	*.007*	*.018*	*.040*
	N	*61*	*61*	*61*
Idealized behaviour11	*Pearson Correlation*	*.456*	*.449*	*.515*
	Sig. (2-tailed)	*.010*	*.09*	*.005*
	N	*61*	*61*	*61*

***. Correlation is significant at the 0.01 level (2-tailed).*
**. Correlation is significant at the 0.05 level (2-tailed).*

The correlation output table 4.9 shows that all the idealized behavior characteristics were statistically significant (P-values under significant 2-tailed were all less than α=0.05) against the three indicators of project implementation, (number of projects implemented within budget, number of operational projects,amount of time used to meet key objectives for milestones) similarly there was relatively high degree of positive correlation exhibited between the various bivariate variables implying that the more the principals employ idealized behavior styles of leadership the more the projects were implemented and were operational within stipulated time and cost . The small p-values under significant (2-tailed) indicated in Table 4.9 were all less than the threshold α=0.05, impliying that there is a significant relationship among the variables leading to rejection of the null hypothesis (H_0 : There is no significant relationship between idealized behavior and implementation of CDF construction projects) and acceptance of the alternative hypothesis, and hence the

research findings conclude that there is a significant relationship between idealized behavior and Implementation of CDF construction projects. This is in agreement with Hatter & Milken (2008) in England who did a study of project success faactors.

This finding concur with deduction of Pinto and Slevin (2008) who observed that there are higher scores on implementation factors when the project manager is seen to be responsible, positive role model by the project team, displaying the transformational leadership behaviour of idealized influence and exercising little managerial authority. The more the team understands the technology and expertise required to accomplish the specific technical action steps, the less is the need to remind them that they have a good incentive program in place (r=.35, p=.000). Additionaly, Caldwell and Milliken (2008) in England confirmed the position taken by Pinto and Slevin (2008) that idealize leadership has invariably emerged as a key characteristic of outstanding projects. Effective leadership is a multifaceted process that is often defined through both subjective and objective measures of leader behavior and its effect on project implementation.

4.4.1 Idealized behavior and implementation of CDF construction projects.

Idealized behavior is an aspect of clear behavior from the leader leading by example so that the team members may emulate him. It was important to get information on Idealized behaviour and Implementation of CDF projects from the Board of management to ascertain if the principals used this transformational leadership that stimulate creative thinking to generate innovative ideas, and teach about variety of things. This was the first objective that the study sought to achieve.The respondents were requested to respond to the statements in likert scale of 5-1 where 5=strongly agree, 4=Agree, 3=Neutral, 2=Disagree, 1=strongly disagree. Table 4.10 provides the measures of central tendencies and dispersion of Board of management responses on Idealized behaviour and Implementation of CDF projects.

Table 4.9: Idealized behavior and Implementation of CDF projects

STATEMENTS FOR BOARD OF MANAGEMENT RESPONSES	SA	A	N	D	SD	Mean	Std. dev
My principal make others to feel good to be around me	11(17.7%)	24(38.7%)	23(37.1%)	4(6.5%)	0(0.0%)	2.32	0.845
My principal has complete faith in me	12(19.4%)	42(67.7%)	8(12.9%)	0(0.0%)	0(0.0%)	1.94	0.569
My principal is proud to be associated with me	16(25.8%)	40(64.5%)	5(8.1%)	1(1.6%)	0(0.0%)	1.85	0.623
My principal always exemplifies qualities that employees admire	11(17.7%)	34(54.8%)	12(19.4%)	5(8.1%)	0(0.0%)	2.18	0.820
My principal never sets a personal example as far as high standards are concerned	8(12.9%)	32(51.6%)	4(6.5%)	14(22.6 %)	4(6.5%)	2.58	1.167
My principal often demonstrates for others how to make decisions and solve problems	12(19.4%)	38(61.3%)	8(12.9%)	4(6.5%)	0(0.0%)	2.06	0.765
My principal always practices what he/she preaches	11(17.7%)	42(67.7%)	6(9.7%)	3(4.8%)	0(0.0%)	2.02	0.689
My principal never ask others to do what he/she is unwilling to do	9(14.5%)	39(62.9%)	8(12.9%)	4(6.5%)	2(3.2%)	2.21	0.890
My principal models for others how to improve organizational productivity	9(14.5%)	42(67.7%)	10(16.1%)	1(1.6%)	0(0.0%)	2.05	0.612
My principal invests considerable energy to champion the goals of the organization	15(24.2%)	32(51.6%)	11(17.7%)	4(6.5%)	0(0.0%)	2.06	0.827
My principal communicate the organization's mission and values through his/her actions	16(25.8%)	36(58.1%)	6(9.7%)	4(6.5%)	0(0.0%)	1.97	0,789

Eleven statements were developed to measure the extent of influence of idealized behavior and implementation of CDF construction projects the statements were, my principal make others to feel good around me, my principal have complete faith in me, my principal is proud to be associated with me, my principal always exemplifies qualities that employees admire, my principal never sets a personal example as far as high standards are concerned, my principal demonstrate for others how to make decisions and solve problems, my principal always practice what he/she preaches, my principal never ask others how to improve organizational productivity, my principal invests considerable energy to champion the goals of the organization,my principal communicates the organization's mission and values through his/her actions. Statement (1) My principal make others to feel good around me had a mean of 2.35 and a standard deviation of 0.845.

This results indicate that majority 24(38.7%) of Board of management agreed that they make others to feel good around them, this was followed by 23(37.1%) who were neutral and the mean was lowest at 4(6.5%) who disagreed. Statement (2) My principal have

complete faith in me had a mean of 1.94 and a standard deviation of 0.569 .This results indicate that majority 42(67.7%) of Board of managemnt agreed others have complete faith in the principal, this was followed by a mean score of 12(19.4%) who strongly agreed and the mean score was lowest at 8(12.9%) who were neutral.Statement (3) My principal is proud to be associated with him had a mean of 1.85 and a standard deviation of 0.623.

This results indicate that majority 40(64.5%) of Board of managemnt agreed others are proud to be associated with him, this was followed by a mean score of 16(25.8%) who strongly agreed and the mean score was lowest at 1(1.6%) who were neutral. Statement (4) My principal always exemplifies qualities that employees admire had a mean of 2.18 and a standard deviation of 0.820.This results indicate that majority 34(52.8%) of Board of management agreed that they always exemplifies qualities that employees admire, this was followed by a mean score of 11(17.7%) who strongly agreed and the mean score was lowest at 5(8.1%) who were neutral. Statement (5) My principal never sets a personal example as far as high standards are concerned had a mean of 2.58 and a standard deviation of 1.167.This results indicate that majority 32(51.6%) of Board of management agreed that the principal never set a personal example as far as high standards are concerned , this was followed by a mean score of 8(12.9%) who strongly agreed and the mean score was lowest at 4(6.5%) who were neutral.Statement (6) My principal often demonstrates for others how to make decisions and solve problems had a mean of 2.06 and a standard deviation of 0.765 .

This results indicate that majority 38(61.3%) of principals agreed that others demonstrate for others how to make decisions and solve problems, this was followed by a mean score of 12(19.4%) who strongly agreed and the mean score was lowest at 4(6.5%) who were neutral. Statement (7) my principal always practice what he/she preaches, had a mean of 2.02 and a standard deviation of 0.687. This results indicate that majority 42(67.7%) of Board of management agreed that they always practice what he/she preaches,this was followed by a mean score of 11(17.9%) who strongly agreed and the mean score was lowest at 3(4.8%) who were neutral. Statement (8) My principal never ask others how to improve organizational productivity had a mean of 2.21 and a standard deviation of

0.890.This results indicate that majority 39(62.9%) of Board of management agreed that they never ask others how to improve organizational productivity, this was followed by a mean score of 9(14.5%) who strongly agreed and the mean score was lowest at 2(3.2%) who were neutral. Statement (9) My principal models for others how to improve organizational productivity had a mean of 2.05 and a standard deviation of 0.890.

This results indicate that majority 42(67.7%) of Board of management agreed that they model for others how to improve organizational, this was followed by a mean score of 9(14.5%) and the mean score was lowest at 1(1.6%). Statement (10) My principal invests considerable energy to champion the goals of the organization, had a mean of 2.06 and a standard deviation of 0.827. This results indicate that majority 32(51.6%) of Board of management agreed that principals invest considerable energy to champion the goals of the organization, this was followed by a mean score of 15(24.2%) who strongly agreed and the mean score was lowest at 4(6.5%) who were neutral. Statement (11) My principal communicates the organization's mission and values through his/her actions had a mean of 1.97 and a standard deviation of 0.789. This results indicate that majority 36(58.1%) of Board of management agreed that principals communicates the organization's mission and values through his/her actions this was followed by a mean score of 16(25.8%) who strongly agreed and the mean score was lowest at 4(6.5%) who disageed. Conclusively statement 9 (my principal models for others how to improve organizational productivity) had the highest mean 2.58 and the standard deviation was 1.167.

This result indicate that majority 32 (51.6%) of BOM agreed that their principals never sets a personal example as far as high standards are concerned, the second was statement 2(my principal make others to feel good to be around me) with a mean of 2.32 and SD of 0.845, this implies that majority 24(38.7%) of the BOM agreed that their principlas (My principal make others to feel good to be around me), statement (3) My principal sought to find out if the principal is proud to be associated with them, the mean was lowest at 1.85 with a standard deviation 0.623, this implies that majority 40(64.5%) of the BOM agreed that (the principal is proud to be associated with them. Variability among the Board of management was higher (σ= 1.167) on statement 9, and lower (σ=0.623) for statement 3.This finding is in consistence with Yukl (2008), who highlights the need for the project

manager to choose his or her leadership actions according to technical aspects of the team members' work, however he did not clearly depict the aspect of project managers being models for others on how to improve organizational productivity which this study found out.

Objective one of the study also sought to determine the relationship between idealized behavior and implementation of CDF projects. Pearson correlation coefficient was used to test the relationship between idealized behavior and implementation of CDF construction projects; this was done at the 95% level of confidence. To determine the extent of the relationship between idealized behavior and implementation of CDF construction projects several characteristics of idealized behavior were computed based on the following hypothesis;

H_0 : There is no significant relationship between idealized behavior and implementation of CDF projects.

The corresponding mathematical model for the hypothesis was identified as follows:Implementation of CDF projects = f (Idealized behavior) .The data that was used to test this hypothesis were obtained from statements 1 Idealized behavior to 11 Idealized measuring the influence of idealized behavior on the implementation of CDF projects. Using 95% level of confidence, the null hypothesis, H_0 : There is no significant relationship between idealized behavior and implementation of CDF construction projects was tested and all the P-value under significant 2-tailed in Table 4.7 (Idealized behavior1, P-value=0.010, Idealized behavour2, p-value=0.006, Idealized behavior3, p-value0.003, Idealized behavior4, p-value=0.033, Idealized behavior 5,p-value=0.043,Idealized behavior 6, p-value=0.004, Idealized behavior 7, p-value=0.020, Idealized behavior 8, p-value=0.009, Idealized behavior 9, p-value=0.006, Idealized behavior 10, p-value 0.014 and Idealized behavior 11, p-value=0.003 were all less than α=0.05 implying that there is a significant relationship between idealized behavior and implementation of CDF project leading to rejection of the null hypotheses. The decision criterion used was that any P-value less than the threshold of α=0.05 would be considererd significant and subsequently lead to the rejection of the null hypothesis or fail to reject the null hypothesis when the P-

value obtained is greater than the threshold of α=0.05. The results obtained are indicated in Table 4.11.

Table 4.10: Correlations of Idealized behavior and Implementation of CDF construction projects.

		Number of CDF projects implemented
Idealized behaviour1	*Pearson Correlation*	*0.453*
	Sig. (2-tailed)	*.010*
	N	*62*
Idealized behaviour2	*Pearson Correlation*	*.562.[a]*
	Sig. (2-tailed)	*.006*
	N	*62*
Idealized behaviour3	*Pearson Correlation*	*.515*
	Sig. (2-tailed)	*.003*
	N	*62*
Idealized behaviour4	*Pearson Correlation*	*.471**
	Sig. (2-tailed)	*.033*
	N	*62*
Idealized behaviour5	*Pearson Correlation*	*.577*
	Sig. (2-tailed)	*.043*
	N	*62*
Idealized behaviour6	*Pearson Correlation*	*.546*
	Sig. (2-tailed)	*.004*
	N	*62*
Idealized behaviour7	*Pearson Correlation*	*.475*
	Sig. (2-tailed)	*.020*
	N	*62*
Idealized behaviour8	*Pearson Correlation*	*.214*
	Sig. (2-tailed)	*0.009*
	N	*62*
Idealized behaviour9	*Pearson Correlation*	*0.462*
	Sig. (2-tailed)	*.006*
	N	*62*
Idealized behaviour10	*Pearson Correlation*	*.571*
	Sig. (2-tailed)	*.014*
	N	*62*
Idealized behaviour11	*Pearson Correlation*	*.416*
	Sig. (2-tailed)	*.003*
	N	*62*

**. Correlation is significant at the 0.05 level (2-tailed).*

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

The correlation output Table 4.11 shows that all the idealized behavior characteristics were statistically significant (P-values under significant 2-tailed were all less than α=0.05) against the three indicators of project implementation, (number of projects implemented within budget, number of operational projects ,amount of time used to meet key objectives for milestones) similarly there was relatively high degree of positive correlation exhibited between the various bivariate variables implying that the BOM observed that, the more their principals employed idealized behavior styles of leadership the more the projects were implemented and become operational within time and cost stipulated.

The small p-values under significant (2-tailed) indicated in Table 4.7 were all less than the threshold α=0.05, impliying that there is a significant relationship among the variables leading to rejection of the null hypothesis (H_0 : There is no significant relationship between idealized behavior and implementation of CDF construction projects) and acceptance of the alternative hypothesis and hence the research finding conclude that there is a significant relationship between idealized behavior styles of leadership and CDF projects implementation this is in agreement with Hatter & Bass (2008), Barling, Moutinho & Kelloway, Kirkpatric & Locke (2006) who observes that transformational leaders have been associated with personal outcomes of follower as well as project outcomes and that they impact followers satisfaction and commitment to the organization since the BOM are the followers of the principals in a school project .

4.4.2 Idealized behavior and implementation of CDF construction projects.

Idealized behavior is an aspect of clear behavior from the leader leading by example so that the team members may emulate him. It was important to get information on Idealized behaviour and Implementation of CDF projects to find out if the teachers ascertained that the principals used transformational leadership which builds confidence in the followers and also acts as a role model.This was the first objective that the study sought to achieve.The respondents were requested to respond to the statements in likert scale of 1-5 where 5=strongly agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly disagree. Table 4.12 provides the measures of central tendencies and dispersion.

Table 4.11: Idealized behavior and implementation of CDF construction projects.

STATEMENTS FOR TEACHERS RESPONSES	SA	A	N	D	SD	Mean	Std. dev
My principal make others feel good to be around him	98(26.6%)	221`(59.9%)	40(10.8%)	5(1.4%)	5(1.4%)	1.90	0.720
My principal have complete faith in me	112(30.4%)	184(49.9%)	64(17.3%)	6(1.6%)	3(0.8%)	1.93	0.782
My principal is proud to be associated with me	97(26.3%)	192(52%)	66(17.9%)	11(3.0%)	0(0.0%)	1.98	0.753
My principal always exemplifies qualities that employees admire	106(28.7%)	182(49.3%)	51(13.8%)	27(7.3%)	3(0.8%)	2.02	0.891
My principal never sets a personal example as far as high standards are concerned	88(23.8%)	146(39.6%)	51(13.8%)	50(13.6%)	34(9.2%)	2.45	1.246
My principal demonstrates for others how to make decisions and solve problems	107(29%)	178(48.2%)	66(17.9%)	15(4.1%)	3(0.8%)	1.99	0.841
My principal always practices what he/she preaches	98(26.6%)	179(48.5%)	61(16.5%)	25(6.8%)	6(1.6%)	2.07	0.895
My principal never ask others to do what he/she is unwilling to do	94(25.5%)	171(46.3%)	73(19.8%)	25(6.8%)	6(1.6%)	2.13	0.925
My principal models for others how to improve organizational productivity	106(28.7%)	195(52.8%)	52(14.1%)	11(3.0%)	5(1.4%)	1.95	0.818
My principal invests considerable energy to champion the goals of the organization	130(35.2%)	183(49.5%)	39(10.6%)	13(3.6%)	4(1.1%)	1.85	0.817
My principal communicate the organization's mission and values through his/her actions	109(29.5%)	176(47.7%)	67(18.2%)	14(3.8%)	3(0.8%)	1.99	0.839

Eleven statements were developed to measure the extent of influence of idealized behavior and implementation of CDF construction projects. The statements were, I make others to feel good around me,others have complete faith in me, others are proud to be associated with me, always exemplifies qualities that employees admire, never sets a personal example as far as high standards are concerned,others demonstrate for others how to make decisions and solve problems,always practice what he/she preaches, never ask others how to improve organizational productivity, Invests considerable energy to champion the goals of the organization, communicates the organization's mission and values through his/her actions.

Statement (1) I make others to feel good around me had a mean of1.90 and a standard deviation of 0.720. The results indicated that majority 221(59.9%) of teachers agreed that they make others to feel good around them, this was followed by 98(37.1%) who were neutral and the mean was lowest at 5(1.4%) who disagreed.Statement (2) Others have complete faith in me had a mean of 1.93 and a standard deviation of 0.782. The results

indicated that majority 184(49.9%) of teachers agreed others have complete faith in them the principal, this was followed by a mean score of 112(30.4%) who strongly agreed and the mean score was lowest at 3(0.8%) who were neutral.Statement (3) others are proud to be associated with him had a mean of 1.98 and a standard deviation of 0.753. The results indicated that majority 192(52%) of teachers agreed others are proud to be associated with him, this was followed by a mean score of 97(26.3%) who strongly agreed and the mean score was lowest at 11(3.0%) who were neutral. Statement (4) always exemplifies qualities that employees admire had a mean of 2.02 and a standard deviation of 0.891.

This results indicated that majority 182(49.3%) of teachers agreed that they always exemplifies qualities that employees admire, this was followed by a mean score of 106(28.7%) who strongly agreed and the mean score was lowest at 3(0.8%) who were neutral. Statement (5) Never sets a personal example as far as high standards are concerned had a mean of 2.45 and a standard deviation of 1.24. The results indicated that majority 146(39.6%) of teachers agreed that they never set a personal example as far as high standards are concerned. This was followed by a mean score of 88(23.8%) who strongly agreed and the mean score was lowest at 34(9.2%) who were neutral. Statement (6) others demonstrate for others how to make decisions and solve problems had a mean of 1.90 and a standard deviation of 0.841.

This results indicated that majority 178(48.2%) of teachers agreed that others demonstrate for others how to make decisions and solve problems, this was followed by a mean score of 107(29%) who strongly agreed and the mean score was lowest at 3(0.8%) who were neutral. Statement (7) always practice what he/she preaches, had a mean of 2.07 and a standard deviation of 0.895. The results indicate that majority 179(48.5%) of teaches agreed that they always practice what he/she preaches, this was followed by a mean score of 98(26.6%) who strongly agreed and the mean score was lowest at 6(1.6%) who were neutral. Statements (8) never ask others how to improve organizational productivity had a mean of 2.13 and a standard deviation of 0.925. The results indicated that majority 171(46.3%) of teachers agreed that they never ask others how to improve organizational productivity, this was followed by a mean score of 94(25.5%) who strongly agreed and the mean score was lowest at 6(1.6) who were neutral. Statement (9), models for others how to

improve organizational productivity had a mean of 1.95 and a standard deviation of 0.818.The results indicated that majority 195(52.8%) of teachers agreed that they model for others how to improve organizational productivity, this was followed by a mean score of 106(28.7%) and the mean score was lowest at 5(1.4%). Statement (10) Invests considerable energy to champion the goals of the organization had a mean of 1.85 and a standard deviation of 0.817.

This results indicate that majority 183(51.6%) of teachers agreed that their principals Invest considerable energy to champion the goals of the organization, this was followed by a mean score of 130(35.2%) who strongly agreed and the mean score was lowest at 4(1.1%) who were neutral. Statement (11) communicates the organization's mission and values through his/her actions had a mean of 1.99 and a standard deviation of 0.839.This results indicate that majority 176(47.7%) of teachers agreed that principals communicates the organization's mission and values through his/her actions this was followed by a mean score of 109(29.5%) who strongly agreed and the mean score was lowest at 3(0.8%) who strongly disagreed.Therefore statement 5 (Never sets a personal example as far as high standards are concerned) had the highest mean (2.45) and standard deviation was 1.246.

This result indicate that majority 146 (39.6%) of teachers agreed that their principals never sets a personal example as far as high standards are concerned, the second was item 8 (Never ask others to do what he/she can not do) with a mean of 2.13 and SD of 0.925, this implies that majority 171(46.3%) of the teachers agreed that their principals (Never ask others to do what he/she can not do). Statement 1 sought the opinion of the teachers whether the principal invest considerable energy to champion the goals of the organization the mean was lowest at 1.85 with a standard deviation 0.817, this implies that majority 183(49.5%) of the teachers agreed that their principal (make others to feel good to be around him.) Variability among the teachers themselves was higher (σ= 1.246) on item 5, and lower (σ=0.817) for statement 1.

This finding however contradicts, Yukl (2008), who highlights the need for the project manager to choose his or her leadership actions according to technical aspects of the team members' work. There are higher scores on Pinto and Slevin (2008) implementation

factors when the project manager is seen to be responsible, positive role model by the project team, displaying the transformational leadership behaviour of idealized influence and exercising little managerial authority. The more the team understands the technology and expertise required to accomplish the specific technical action steps, the less is the need to remind them that they have a good incentive program in place (r=.35, p=.000). Caldwell and Milliken (2008) in England also contradicts the findings since they found that idealize leadership has invariably emerged as a key characteristic of outstanding projects. "Effective leadership is a multifaceted process that is often defined through both subjective and objective measures of leader behavior and its effect on project implementation.

Whereas, DeGroot *et al*, (2008) argues that charismatic leadership is an important characteristic of transformational leader, which would result in higher subordinates' satisfaction. Cheung *et al,* (2009) asserts that, the dimension of charisma was confirmed to be the most important factors to influence members' satisfaction with their leader among four transformational leadership style dimensions.Project managers who employ transformational leadership and, more specifically, idealized influence taking care of team members recognition, in conjunction with recognition-oriented approach enjoy more project Implementation as defined by Pinto and Slevin (2008),whereas this study observes that the team members were of the view that theprojet managers never sets a high personal example as far as standards are concerned.

The study sought to determine the relationship between idealized behavior and implementation of CDF projects. Pearson correlation coefficient was used to test the relationship between idealized behavior and implementation of CDF projects; this was done at the 95% level of confidence. To test the extent of the relationship between idealized behavior and implementation of CDF projects several characteristics of idealized behavior were computed based on the following hypothesis,

H_0: There is no significant relationship between idealized behavior and implementation of CDF projects.

The corresponding mathematical model for the hypothesis was identified as follows:

Implementation of CDF projects = f (Idealized behavior)

The data that was used to test this hypothesis were obtained from items 1 Idealized behavior to item 11 Idealized behavior measuring the influence of idealized behavior on the implementation of CDF projects. Using 95% level of confidence,the null hypothesis,H_0 : There is no significant relationship between idealized behavior and implementation of CDF construction projects was tested and all the P-value under significant 2-tailed in Table 4.9 (Idealized behavior1, P-value=0.013, Idealized behavour2, p-value=0.006, Idealized behavior3, p-value0.003, Idealized behavior4, p-value=0.000, Idealized behavior 5,p-value=0.007, Idealized behavior 6,p-value=0.011, Idealized behavior 7, p-value=0.000, Idealized behavior 8, p-value=0.002, Idealized behavior 9, p-value=0.000, Idealized behavior 10, p-value 0.000 and Idealized behavior 11, p-value=0.000) were all less than α=0.05 implying that there is a significant relationship between idealized behavior and implementation of CDF project leading to rejection of the null hypotheses. The decision criterion used was that any P-value less than the threshold of α=0.05 would be considererd significant and subsequently lead to the rejection of the null hypothesis or fail to reject the null hypothesis when the P-value obtained is greater than the threshold of α=0.05. The results obtained are indicated in Table 4.13.

Table 4.12: Correlations

		Number of CDF projects implemented
Idealized behaviour1	*Pearson Correlation*	*.465*
	Sig. (2-tailed)	*.013.*
	N	*369*
Idealized behaviour2	*Pearson Correlation*	*.543*
	Sig. (2-tailed)	*.006.*
	N	*369*
Idealized behaviour3	*Pearson Correlation*	*.451*
	Sig. (2-tailed)	*.003*
	N	*369*
Idealized behaviour4	*Pearson Correlation*	*.323***
	Sig. (2-tailed)	*.000*
	N	*369*
Idealized behaviour5	*Pearson Correlation*	*.010*
	Sig. (2-tailed)	*.007*
	N	*369*
Idealized behaviour6	*Pearson Correlation*	*.341*
	Sig. (2-tailed)	*.011*
	N	*369*
Idealized behaviour7	*Pearson Correlation*	*.356***
	Sig. (2-tailed)	*.000*
	N	*369*
Idealized behaviour8	*Pearson Correlation*	*.158***
	Sig. (2-tailed)	*.002*
	N	*369*
Idealized behaviour9	*Pearson Correlation*	*.261***
	Sig. (2-tailed)	*.000*
	N	*369*
Idealized behaviour10	*Pearson Correlation*	*.208***
	Sig. (2-tailed)	*.000*
	N	*369*
Idealized behaviour11	*Pearson Correlation*	*.369***
	Sig. (2-tailed)	*.000*
	N	*369*

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

The correlation output Table shows that all the idealized behavior characteristics were statistically significant (P-values under significant 2-tailed were all less than α=0.05) against implementation of CDF construction projects, similarly there was relatively high degree of positive correlation exhibited between the various bivariate variables implying that the teachers observed that the more the principals employed idealized behavior styles of leadership the more the projects were implemented and become operational within time and cost stipulated. The small p-values under significant (2-tailed) indicated in Table 4.13 were all less than the threshold α=0.05, impliying that there is a significant relationship among the variables leading to rejection of the null hypothesis (H_0 : There is no significant relationship between idealized behavior and implementation of CDF construction projects) and acceptance of the alternative hypothesis and hence the research finding conclude that there is a significant relationship between idealized behavior styles of leadership and CDF projects implementation this is in line with Yukl (2008) who similarly highlights the need for the project manager to choose leadership action according to technical aspects of the team members work ,Pinto and Slevin (2008) adds that there is higher scores on implementation factors when the project manager is seen to be responsible, positive role model by the project team,displaying the transformational leadership behavior of idealized and existing little managerial authority. The more the team understands the technology and expertise required to accomplish the specific technical actions steps, the less is the need to remind them that they have a good incentive program in place (r=.35,p=000).

4.5 Individual consideration and Implementation of CDF construction projects.

Individual consideration provides encouragement to team members in form of individual mentorship, coaching and counseling. It was important to get information on Individual consideration and Implementation of CDF construction projects to ascertain if the principals used this transformational leadership that enables the leader listen to the followers' concern. This was the second objective that the study sought to achieve. The respondents were requested to respond to the statements in likert scale of 1-5 where 5=strongly agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly disagree.

Table 4.13: Individual consideration and Implementation of CDF construction projects

STATEMENT FOR PRINCIPAL RESPONSES	SA	A	N	D	SD	Mean	Std. Dev.
I help others develop themselves	32(52.5%)	24(39.3%)	5(8.2%)	0(0.0%)	0(0.0%)	1.53	0.623
I let others know how I think they are doing	31(50.8%)	28(45.9%)	2(3.3%)	0(0.0%)	0(0.0%)	1.50	0.537
I give personal attention to others who seem rejected	24(39.3%)	35(57.4%)	2(3.3%)	0(0.0%)	0(0.0%)	1.62	0.524
I really feel as if the member's problems are my own	27(44.3%)	30(49.2%)	4(6.5%)	0(0.0%)	0(0.0%)	1.60	0.588
Team members have a deal of personal meaning for me	24(39.3%)	34(55.8%)	3(4.9%)	0(0.0%)	0(0.0%)	1.63	0.551
I do not feel a strong sense of belonging to my school	19(31.1%)	12(19.8%)	4(6.5%)	5(8.2%)	21(34.4%)	2.50	1.513

Six statements were developed to measure the extent of influence of individual consideration and Implementation of CDF construction projects. The statements were, I help others develop themselves, I let others know how I think they are doing, I give personal attention to others who seem rejected, I really feel as if the team members problems are my own, team members have a deal of personal meaning for me, I do not feel a strong sense of belonging to my school. Statements (1) I help others develop themselves had a mean of 1.53 and a standard deviation of 0.623. This results indicate that a majority 32(52.5%) agreed that they help others develop themselves this was followed by a score of 24(39.3%) who strongly agreed and the score was lowest at 5(8.2%) who were neutral. Statement (2), I let others know how I think they are doing had a mean of 1.50 and a standard deviation of 0.537.

This results indicate that a majority 31(50.8%) strongly agreed that they help others develop themselves this was followed by a score of 28(45.9%) who agreed and the score was lowest at 2(3.3%) who were neutral.Statement(3) I give personal attention to others who seem rejected, had a mean of 1.62 and a standard deviation of 0.524. This results indicate that a majority 35(57.4%) agreed that they give personal attention to others who seem rejected this was followed by a score of 24(39.3%) who strongly agreed and the score was lowest at 2(3.3%) who were neutral.Statement (4), I really feel as if the team members problems are my own, had a mean of 1.60 and a standard deviation of 0.588.This results indicate that a majority 30(49.2%) agreed that I realy feel as if the membersws problems are my own this was followed by a mean score of 27(44.3%) who strongly

agreed and the score was lowest at 3(4.9%) who were neutral.Statement (5), team members have a deal of personal meaning for me, had a mean of 1.63 and a standard deviation of 0.551.

This results indicate that a majority 34(55.8%) agreed team members have a deal of personal meaning this was followed by a mean score of 24(39.3%) who strongly agreed and the score was lowest at 3(4.9%) who were neutral.Statement (6),I do not feel a strong sense of belonging to my school had a score of 2.50 and a standard deviation of 1.513.This results indicate that a majority 21(34.4%) strongly disagreed that they do not feel a strong sense of belonging to their school this was followed by a score score of 19(31.1%) who strongly agreed and the score was lowest at 5(8.2%) who were neutral. Conclusively, statement 6 (I do not feel a strong sense of belonging to my school) had the highest score of 2.50 and the standard deviation was 1.513. This result indicate that 21 (34.4%) of principals strongly disagreed that they do not feel a strong sense of belonging to their school, this was followed by statement 5 (Team members have a deal of personal meaning for me); with a mean score of 1.63 and the standard deviation was 0.0551.

This result indicate that the majority 34(55.8%) of principals agreed that they have a deal of personal meaning for them, statement 2 sought the opinion of the principal whether (I let others know how I think they are doing), the mean was the lowest at 1.50 with a standard deviation of 0.537, this implies that majority 31(50.8%) of the principals strongly agreed that they let others know how they think they are doing. Variability among the principals was higher (σ= 1.513) on statement 6, and lower (σ=0.537) for statement 2. This study support Hall (2008) who further observed that transformational leader treats people with dignity and respect through the individualized consideration component of team orientation leadership approach. The same trend was observed by, Sweze and Salas (2009) who looked at leadership in Virtual teams, a comparison of transformational and transactional leaders in Yugoslavia explained that Individualized consideration leadership is an aspect of transformational leadership that enhances, increased listening, prompt feedback and openness to suggestions with team members that is necessary for implementation of projects, however they did not address the component of team orientation and the aspect of strong sense of belonging that this study found out to be

eminent. Further similarity to this finding is with Beck (2008) who further looking at Implementation to management plans through project leadership in Malaysia concluded that the individually considerate leader is responsible for constructing a one to one relationship with each other, listening to concerns and addressing individual needs,although it contradicts Dvir (2008) who specifically posit that through individualized consideration a leader addresses individual analysis, team orientation, recognition, appreciation of others, teaching and impact with each of his/her team members, and encourages continued individual development. In his study of transferring projects to their final user, the effect of Implementation of project success he revealed that competence (or self-efficacy), meaningfulness, choice and impact are necessary conditions for empowerment.

Qualitative data were further supported with the following views from the principals on Individual consideration and Implementation of projects." Individual consideration has enabled my team members to be supportive and considerate. This finding is in line with the views of Yukl (2006) who suggested that employees would be more satisfied with project managers who are considerate and supportive than with project managers who are either indifferent or hostile towards subordinates. Further Hall (2008) observed that transformational leader treats people with dignity and respect through the individual consideration component of team orientation.The principals further emphasized that Individual consideration has worked well for us because every time my team members keep on challenging each other for problem solving.

Hypothesis 2:

The study sought to establish the relationship between individualized consideration and implementation of CDF projects. Pearson correlation coefficient was used to test the relationship between individualized consideration and implementation of CDF construction project; this was done at 95% level of confidence. To test the extent of the relationship between individualized consideration and implementation of CDF construction projects several characteristics of individualized consideration were computed based on the following hypothesis

H_0: There is no significant relationship between individualized consideration and implementation of CDF construction projects.

The corresponding mathematical model for the hypothesis was identified as follows:

Implementation of CDF construction projects = f (Individualized consideration)

The data that was used to test this hypothesis were obtained from items 1 individual concideration (IC to 6 IC) measuring the influence of individualized consideration on the implementation of CDF construction projects. Using 95% level of confidence, the null hypothesis, H_0: There is no significant relationship between individual consideration and implementation of CDF construction projects was tested. All the p-value under significant 2 tailed in table 4.15 (individual consideration1, p-value=0.028. Individual consideration2, p-value=0.000, Individual consideration 3, p-value=0.003, Individual consideration 4, p-value=0.001, Individual consideration 5, p-value=0.013, Individual consideration 6, p-value=0.006) were all less than α=0.05 implying that there is a significant relationship between individual consideration and implementation of CDF project leading to a rejection of the null hypothesis. The decision criterion used was that any P-value less than the threshold of α=0.05 would be considererd significant and subsequently lead to the rejection of the null hypothesis or fail to reject the null hypothesis when the P-value obtained is greater than the threshold of α=0.05.The results obtained are indicated in Table 4.15.

Table 4.14: Correlations of Individual consideration and Implementation of CDF construction projects.

Correlations of individual considerations.		***Number of Projects implemented***	***Operational Projects implemented***	***Time taken to meet key objective milestone***
Individual consideration1	*Pearson Correlation*	*.497*	*.568*	*.477*
	Sig. (2-tailed)	*.028*	*.002*	*.012*
	N	*61*	*61*	*61*
Individual consideration2	*Pearson Correlation*	*.550*	*.429*	*.414*
	Sig. (2-tailed)	*000*	*.005*	*.033*
	N	*61*	*61*	*61*
individual consideration3	*Pearson Correlation*	*.403*	*.641*	*.429*
	Sig. (2-tailed)	*.003*	*.004*	*.005*
	N	*61*	*61*	*61*
Individual consideration4	*Pearson Correlation*	*.473*	*.446*	*.476*
	Sig. (2-tailed)	*.001*	*.004*	*.035*
	N	*61*	*61*	*61*
Individual consideration5	*Pearson Correlation*	*.469*	*.503*	*.416*
	Sig. (2-tailed)	*.013*	*.429*	*.005*
	N	*61*	*61*	*61*
Individual consideration6	*Pearson Correlation*	*.408*	*.447*	*.457*
	Sig. (2-tailed)	*.006*	*.002*	*.001*
	N	*61*	*61*	*61*

**. Correlation is significant at the 0.05 level (2-tailed).*
***. Correlation is significant at the 0.01 level (2-tailed).*

The correlation output Table 4.15 shows that all the individualized characteristics were statistically significant (P-values under significant 2-tailed were all less than α=0.05) against implementation of CDF projects, similarly there was relatively high degree of positive correlation exhibited between the various bivariate variables implying that the more the principals employed individualized consideration styles of leadership the more the projects were implemented and become operational within stipulated time and cost stip. The small p-values under significant (2-tailed) indicated in table 4.15 were all less than the threshold α=0.05, impliying that there is a significant relationship among the variables leading to rejection of the null hypothesis (H_0: There is no significant relationship between individual consideration and implementation of CDF construction projects) and acceptance of the alternative hypothesis hence the research finding conclude that there is a significant relationship between individualized consideration and implementation of CDF construction projects,this is in the same narration as Sweze and Salas (2009) in Yugoslavia who explained that individual consideration leadership is an aspect of transformational leadership that enhances increased listening,prompt feedback and openness to suggestions with team members that is necessary for implementation of projects. Kark *et al*, (2006) in their study of measuring leadership styles- a review of project success variables in Netherlands, further explains how transformational leaders trust people and delegate

responsibility to assist in getting tasks accomplished in the movement towards goal attainment through the individualized consideration component of individual analysis of followers. Although, Sweze and Salas (2009) looked at leadership in Virtual teams, a comparison of transformational and transactional leaders in Yugoslavia explained that Individualized consideration leadership is an aspect of transformational leadership that enhances, increased listening, prompt feedback and openness to suggestions with team members that is necessary for implementation of projects, however they did not address the component of team orientation.

Beck (2008) further looking at Implementation to management plans through project leadership in Malaysia concluded that the individually considerate leader is responsible for constructing a one to one relationship with each other, listening to concerns and addressing individual needs. As such, the transformational leadership dimension of individualized consideration may be an appropriate precursor to effective Implementation of projects if the component of recognition is enhanced. Same vein line is with Achimba & Amanda (2007) who observed that transformational leaders can achieve increased effectiveness by harnessing the Pygmalion effect, through individual consideration component of individual analysis of followers. His study on determinants of successful project implementation in Nigeria, using field survey and objective evaluation questionnaire (OEQ), similarly observes that the Pygmalion effect is also described as the self-fulfilling prophesy effect, where the leader develops certain ideas of what the follower is capable of.

4.5.1 Individual consideration and implementation of CDF construction projects.

Individual consideration provides encouragement to team members in form of individual mentorship, coaching and counseling. It was important to get information on Individual behaviour and Implementation of CDF construction projects from the Board of management to ascertain if the principals used this transformational leadership which enables the leader to attend to each followers needs,acts as a mentor or coach the followers needs. This was the second objective that the study sought to achieve.The respondents were requested to respond to the statements in likert scale of 1-5 where 5=strongly agree, 4=Agree, 3=Neutral, 2=Disagree, 1=strongly disagree. Table 4.16 provides the measures

of central tendencies and dispersion of Board of management responses on Individual consideration and implementation of CDF construction projects.

Table 4.15: Individual consideration and Implementation of CDF construction projects.

STATEMENTS FOR BOARD OF MANAGEMENT RESPONSES	SA	A	N	D	SD	Mean	Std. Dev.
My principal help others develop themselves	11(17.7%)	38(61.3%)	12(19.4%)	1(1.6%)	0(0.0%)	2.05	0.664
My principal let others know how I think they are doing	7(11.3%)	45(72.6%)	9(14.5%)	1(1.6%)	0(0.0%)	2.06	0.569
My principal gives personal attention to others who seem rejected	9(14.5%)	38(61.3%)	10(16.1%)	5(8.1%)	0(0.0%)	2.18	0.779
My principal feel as if the team members problems are his own	7(11.3%)	39(62.9%)	9(14.5%)	7(11.3%)	0(0.0%)	2.26	0.808
My principal have a deal of personal meaning for me	8(12.9%)	41(66.1%)	9(14.5%)	4(6.5%)	0(0.0%)	2.15	0.721
My principal do not feel a strong sense of belonging to my school	8(12.9%)	29(46.7%)	5(8.1%)	7(11.3%)	13(21%)	2.81	1.389

Six statements were developed to measure the extent of influence of individual consideration and Implementation of CDF construction projects .The statements were, I help others develop themselves, I let others know how I think they are doing,I give personal attention to others who seem rejected,I really feel as if the team members problems are my own,team members have a deal of personal meaning for me,I do not feel a strong sense of belonging to my school. Statements (1) My principal help others develop themselves had a score of 2.05 and a standard deviation of 0.664. This results indicate that a majority 38 (61.3 %) of Board of management strongly agreed that their principal help others develop themselves this was followed by a score of 11(17.7%) who strongly agreed and the score was lowest at 1(1.6%) who disagreed. Statement (2), My principal let others know how they think they are doing had a sore of 2.06 and a standard deviation of 0.569.

This results indicate that a majority 45(72.6%) agreed that they help others develop themselves this was followed by a score of 7(11.3%) who strongly agreed and the score was lowest at 1(1.6%) who were neutral.Statement(3) My principal give personal attention to others who seem rejected, had a mean of 2.18 and a standard deviation of

0.779. This results indicate that a majority 38(61.3%) agreed that they help others develop themselves this was followed by a score of 9(14.5%) who strongly agreed and the score was lowest at 5(8.1%) who were neutral.Statement (4), My principal really feel as if the team members problems are his own, had a mean of 2.26 and a standard deviation of 0.808. This results indicate that a majority 39(62.9%) agreed that my principal feel as if the team members problems are his this was followed by a score of 9(14.5%) who were neutral, and the score was lowest at 7(11.3%) who were neutral.Statement (5), team members have a deal of personal meaning for me, had a mean of 2.15 and a standard deviation of 0.721.

This results indicate that a majority 41(66.1%) agreed that they help others develop themselves this was followed by a score of 9(14.5%) who were neutral and the score was lowest at 4(6.5%) who disagreed 8(12.9%) not reported . Statement (6), My principal do not feel a strong sense of belonging to my school had a mean of 2.81 and a standard deviation of 1.389. This results indicate that a majority 29(46.7%) agreed that their principal do not feel a strong sense of belonging to their school this was followed by a score of 8(12.9%) who strongly agreed and the score was lowest at 5(8.1%) who were neutral. Finaly statement 6 (My principal do not feel a sense of belonging to my school) had the highest score of 2.81 and the standard deviation was 1.389.

This result indicate that 29 (46.7%) of Board of management do not feel a strong sense of belonging to their school, this was followed by statement 4(My principal feel as if the team members problems are his own) with a score of 2.26 and the standard deviation was 0.808. This result indicate that the majority 39(62.9%) of BOM agreed that the principals have a deal of personal meaning for them. Item 1 sought the opinion of BOM whether (My principal help others develop themselves), the score was lowest at 2.05 with a standard deviation 0.664, this implies that majority 38(61.3%) of the BOM agreed that (My principal help others develop themselves).Variability among the Board of management was higher (σ= 1.389) on statement 6, and lower (σ=0.664) for statement 1.

Beck (2008) further looking at Implementation to management plans through project leadership in Malaysia concluded that the individually considerate leader is responsible for

constructing a one to one relationship with each other, listening to concerns and addressing individual needs. As such, the transformational leadership dimension of individualized consideration may be an appropriate precursor to effective Implementation of projects if the component of recognition is enhanced. These individually considerate behaviors may serve to empower team members and open extend lines of conflict resolution between the project manager and each member of the team, however, Dvir (2008) specifically, posit that through individualized consideration a leader addresses individual analysis, team orientation, recognition, appreciation of others, teaching and impact with each of his/her team members, and encourages continued individual development. In his study of transferring projects to their final user: The effect of Implementation of project success he revealed that competence (or self-efficacy), meaningfulness, choice and impact are necessary conditions for empowerment.

Hypothesis 3:

The study sought to establish the relationship between individualized consideration and implementation of CDF construction projects. Pearson correlation coefficient was used to test the relationship between idealized behavior and implementation of CDF projects; this was done at 95% level of confidence. To test the extent of the relationship between individualized consideration and implementation of CDF projects,several characteristics of individualized consideration (IC) were computed based on the following hypothesis;

H_0: There is no significant relationship between individualized consideration and implementation of CDF projects

The corresponding mathematical model for the hypothesis was identified as follows: Implementation of CDF projects = f (Individualized consideration)

The data that was used to test this hypothesis were obtained from items 1 IC to 6 IC measuring the influence of individualized consideration on the implementation of CDF projects. Using 95% level of confidence, the null hypothesis, H_0 : There is no significant relationship between individual consideration and implementation of CDF construction projects was tested.All the p-value under significant 2 tailed in table 4.17 (individual

consideration1, p-value=0.013. Individual consideration2, p-value=0.000, Individual consideration 3, p-value=0.026, Individual consideration 4, p-value=0.006, Individual consideration 5, p-value=0.017, Individual consideration 6, p-value=0.004) were all less than α=0.05 implying that there is a significant relationship between individual consideration and implementation of CDF project leading to a rejection of the null hypothesis. The decision criterion used was that any P-value less than the threshold of α=0.05 would be considererd significant and subsequently lead to the rejection of the null hypothesis or fail to reject the null hypothesis when the P-value obtained is greater than the threshold of α=0.05. The results obtained are indicated in Table 4.17.

Table 4.16: Correlations of Individual consideration and Implementation of CDF construction projects.

		Number of CDF projects implemented
Individual consideration1	*Pearson Correlation*	*0.457*
	Sig. (2-tailed)	*.013.*
	N	*62*
Individual consideration2	*Pearson Correlation*	*.556***
	Sig. (2-tailed)	*.000*
	N	*62*
Individual consideration3	*Pearson Correlation*	*.478*
	Sig. (2-tailed)	*.026*
	N	*62*
Individual consideration4	*Pearson Correlation*	*.499*
	Sig. (2-tailed)	*.006*
	N	*62*
Individual consideration5	*Pearson Correlation*	*.5 88*
	Sig. (2-tailed)	*.017*
	N	*62*
Individual consideration6	*Pearson Correlation*	*0.467*
	Sig. (2-tailed)	*.004*
	N	*62*

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

.

**. Correlation is significant at the 0.05 level (2-tailed).*

The correlation output Table 4.17 shows that all the individualized characteristics were statistically significant(P-values under significant 2-tailed were all less than α=0.05) against implementation of CDF construction projects, similarly there was relatively high degree of positive correlation exhibited between the various bivariate variables implying that the Board of management observed that the more the principals employed individual consideration styles of leadership the more the projects were implemented and become operational within time and cost stipulated The small p-values under significant (2-tailed) indicated in Table 4.17 were all less than the threshold α=0.05, impliying that there is a

significant relationship among the variables leading to rejection of the null hypothesis (H_0 : There is no significant relationship between individualized consideration and implementation of CDF construction projects) and acceptance of the alternative hypothesis and hence the research finding conclude that there is a significant relationship between individualized consideration styles of leadership and CDF projects implementation this is in agreement with Hall (2008) who observed that transformational leaders treat people with dignity and respect through the individual consideration component of team orientation leadership approach. In other words, an effective project manager recognizes that work is accomplished through people.

Dvir (2008) specifically, posit that through individualized consideration,a leader addresses individual analysis, team orientation, recognition, appreciation of others, teaching and impact with each of his/her team members, and encourages continued individual development. In his study of transferring projects to their final user.The effect of Implementation of project success he revealed that competence (or self-efficacy), meaningfulness, choice and impact are necessary conditions for empowerment.

Likewise, Pinto (2009) adds that individual consideration aspect of transformational leadership is indirectly related to empowerment. However there is no empirical evidence that individualized consideration has been specifically linked to project Implementation modulated with conflict resolution strategies. Further Achimba & Amamda (2007) observed that transformational leaders can achieve increased effectiveness by harnessing the Pygmalion effect, through individual consideration component of individual analysis of followers. His study on determinants of successful project implementation in Nigeria, using field survey and objective evaluation questionnaire (OEQ), similarly,observes that the Pygmalion effect is also described as the self-fulfilling prophesy effect, where the leader develops certain ideas of what the follower is capable of.

4.5.2 Individual consideration and implementation of CDF construction projects.

Individual consideration provides encouragement to team members in form of individual mentorship, coaching and counseling. It was important to get information on Individual behaviour and Implementation of CDF construction projects from the teachers to ascertain

if the principals used this transformational leadership which enables the leader to attend to each followers needs, acts as a mentor or coach to the followers' needs. This was the second objective that the study sought to achieve. The respondents were requested to respond to the statements in likert scale 5-1 of where 5=strongly agree,4=Agree, 3=Neutral, 2=Disagree, 1=Strongly disagree. Table 4.18 provides the measures of central tendencies and dispersion of the teachers' responses on Individual consideration and implementation of CDF construction projects. Table 4.18 provides the measures of central tendencies and dispersion.

Table 4.17: Individual consideration and implementation of CDF construction projects

STATEMENT FOR TEACHERS RESPONSES	SA	A	N	D	SD	Mean	Std. Dev.
My principal help others develop themselves	114(30.9%)	186(50.4%)	51(13.8%)	14(3.8%)	4(1.1%)	1.94	0.833
My principal let others know how I think they are doing	92(24.9%)	168(45.5%)	73(19.8%)	29(7.9%)	7(1.9%)	2.16	0.953
My principal gives personal attention to others who seem rejected	87(23.6%)	194(52.6%)	65(17.6%)	16(4.3%)	7(1.9%)	2.08	0.867
My principal feel as if the team members problems are their own	82(22.2%)	172(46.6%)	80(21.7%)	27(7.3%)	8(2.2%)	2.21	0.942
My principal have a deal of personal meaning for me	97(26.3%)	177(48%)	74(20.1%)	18(4.9%)	3(0.8%)	2.06	0.854
My principal do not feel a strong sense of belonging to my school	75(20.3%)	136(36.9%)	59(16%)	52(14.1%)	47(12.7%)	2.62	1.301

Six statements were developed to measure the extent of influence of individual consideration and Implementation of CDF construction projects. The statements were, My principal help others develop themselves, My principal let others know how he/she thinks they are doing, My principal give personal attention to others who seem rejected, My principal really feel as if the team members problems are his own, team members have a deal of personal meaning for him, My principal do not feel a strong sense of belonging to his school. Statements (1) My principal help others develop themselves had a score of 1.94 and a standard deviation of 0.833.This results indicate that a majority 186 (50.4%) agreed that they help others develop themselves this was followed by a score of 114

(30.9%) who strongly agreed and the score was lowest at 4(1.1%) who were neutral. Statement (2), My principal let others know how they think they are doing had a mean of 2.16 and a standard deviation of 0.953.

This results indicate that a majority 168(45.5 %) strongly agreed that they help others develop themselves this was followed by score of 9(24.9%) who strongly agreed and the score was lowest at 7(1.9 %) who were neutral.Statement(3) My principal give personal attention to others who seem rejected, had a mean of 2.08 and a standard deviation of 0.869.This results indicate that a majority 194(52.6%) agreed that they help others develop themselves this was followed by a score of 87(23.6%) who strongly agreed and the score was lowest at 7(1.9 %) who were neutral.Statement (4), My principal really feel as if the team members problems are his own, had a mean of 2.21 and a standard deviation of 0.942. This results indicate that a majority 172(46.6%) agreed that they help others develop themselves this was followed by a score of 82(22.2%) who strongly agreed and the score was lowest at 8(2.2%) who were neutral. Statement (5), team members have a deal of personal meaning for me, had a score of 2.06 and a standard deviation of 0.854. This results indicate that a majority 177(48%) agreed that they help others develop themselves this was followed by a score of 97(26.3%) who strongly agreed and the score was lowest at 3(4.9%) who were neutral. Statement (6), My principal do not feel a strong sense of belonging to my school had a mean of 2.62 and a standard deviation of 1.301.

This results indicate that a majority 136(36.9%) of the teachers strongly agreed that their principal do not feel a strong sense of belonging to their school this was followed by a score of 75(20.4%) who strongly agreed and the score was lowest at 47(12.7%) who were neutral. Conclusively, statement 6 (My principal do not feel a strong sense of belonging to my school) had the highest mean of 2.62 and standard deviation was 1.301. This result indicate that 136 (36.9%) of teachers agreed that their principal do not feel a strong sense of belonging to their school, this was followed by statement 4 (My principal feel as if the team members problem are their own) with a mean score of 2.62 and standard deviation was 1.301.

This result indicate that the majority 172(46. .6%) of teachers agreed that their principals feel as if the team members problem are their own. Statement 1 sought the opinion of the teachers whether their principal help others develop themselves the score was lowest at 1.94 with a standard deviation 0.833, this implies that majority 186(50.4%) of the teachers agreed that their principal let others develop themselves.Variability among the teachers themselves was higher (σ= 1.301) on item 6. and lower (σ=0.833) for statement 1. This result is in consistence with Spreitzer & Quinn, (2009) who confirmed that transformational leaders also tend to be optimistic and more sensitive to subordinates' needs and provide personal attention to their members through individual consideration Askhanasy and Tse (2008). These transformational leadership behaviors could affect team members' satisfaction with the leader. For example, Yukl (2006) suggested that employees would be more satisfied with project managers who are considerate and supportive than with project managers who are either indifferent or hostile towards subordinates.

Beck (2008) further looking at Implementation to management plans through project leadership in Malaysia concluded that the individually considerate leader is responsible for constructing a one to one relationship with each other, listening to concerns and addressing individual needs. This is in line with the findings of this study whose correlation output showed tthat all the individualized characteristics were statistically significant ($P<0.05$). As such, the transformational leadership dimension of individualized consideration may be an appropriate precursor to effective Implementation of projects if the component of recognition is enhanced. These individually considerate behaviors may serve to empower team members and open extend lines of conflict resolution between the project manager and each member of the team, however, Dvir (2008) specifically, posit that through individualized consideration, a leader addresses individual analysis, team orientation, recognition, appreciation of others, teaching and impact with each of his/her team members, and encourages continued individual development. In his study of transfering projects to their final user, the effect of Implementation of project success he revealed that competence (or self-efficacy), meaningfulness, choice and impact are necessary conditions for empowerment.

Hypothesis 4:

The study sought to establish the relationship between individualized consideration and implementation of CDF construction projects. Pearson correlation coefficient was used to test the relationship between idealized behavior and implementation of CDF construction projects; this was done at the 95% level of confidence. To test the extent of the relationship between individualized consideration and implementation of CDF construction projects, several characteristics of individualized consideration were computed based on the following hypothesis;

H_0: There is no significant relationship between individualized consideration and implementation of CDF projects.

The corresponding mathematical model for the hypothesis was identified as follows:
Implementation of CDF projects = f (Individualized consideration)

The data that was used to test this hypothesis were obtained from items 1, Individual consideration to 6 individual consideration measuring the influence of individualized consideration on the implementation of CDF construction projects. All the p-value under significant 2 tailed in table 4.15 (individual consideration1, p-value=0.004, Individual consideration 2, p-value=0.013, Individual consideration 3, p-value=0.01, Individual consideration 4, p-value=0.019, Individual consideration 5, p-value=0.000, Individual consideration 6, p-value=0.002) were all less than α=0.05 implying that there is a significant relationship between individual consideration and implementation of CDF project leading to a rejection of the null hypothesis. The decision criterion used was that any P-value less than the threshold of α=0.05 would be considererd significant and subsequently lead to the rejection of the null hypothesis or fail to reject the null hypothesis when the P-value obtained is greater than the threshold of α=0.05. The results obtained is indicated in Table 4.19

Table 4.18: Correlations individualized consideration and Implementation of CDF construction projects.

		Number of CDF projects implemented
Individual consideration1	*Pearson Correlation*	*.546*
	Sig. (2-tailed)	*.004*
	N	*369*
Individual consideration2	*Pearson Correlation*	*.453*
	Sig. (2-tailed)	*.013*
	N	*369*
Individual consideration3	*Pearson Correlation*	*0.455*
	Sig. (2-tailed)	*0.01*
	N	*369*
Individual consideration4	*Pearson Correlation*	*.472*
	Sig. (2-tailed)	*.019*
	N	*369*
Individual consideration5	*Pearson Correlation*	*.446*
	Sig. (2-tailed)	*.000*
	N	*369*
Individual consideration6	*Pearson Correlation*	*.457*
	Sig. (2-tailed)	*.002*
	N	*369*

**. Correlation is significant at the 0.05 level (2-tailed).*

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

The correlation output table shows that all the individualized characteristics were statistically significant (P-values under significant 2-tailed were all less than α=0.05) against implementation of CDF construction projects, similarly there was relatively high degree of positive correlation exhibited between the various bivariate variables implying that the teachers observed the more the principals employed individualized consideration styles of leadership the more the projects were implemented and become operational within time and cost stipulated.

The small p-values under significant (2-tailed) indicated in Table 4.19 were all less than the threshold α=0.05, impliying that there is a significant relationship among the variables leading to rejection of the null hypothesis (H_0 : There is no significant relationship between individualized consideration and implementation of CDF construction projects) and acceptance of the alternative hypothesis and hence the research finding concluded that there is a significant relationship between individualized consideration styles of leadership and CDF projects implementation, in particular this is in one of the most comprehensive assertion by Kark and Zehir (2006) who further explains how transformational leaders

trust people and delegate responsibility to assist in getting tasks accomplished in the movement towards goal attainment through the individualized consideration component of individual analysis . Kark and Zehir (2006) in their study of measuring leadership styles- a review of project success variables in Netherlands, further explains how transformational leaders trust people and delegate responsibility to assist in getting tasks accomplished in the movement towards goal attainment through the individualized consideration component of individual analysis of followers. Although, Sweze and Salas (2009) looked at leadership in Virtual teams, a comparison of transformational and transactional leaders in Yugoslavia explained that Individualized consideration leadership is an aspect of transformational leadership that enhances, increased listening, prompt feedback and openness to suggestions with team members that is necessary for implementation of projects, however they did not address the component of team orientation. Likewise, Pinto (2009) adds that individual consideration aspect of transformational leadership is indirectly related to empowerment. However there is no empirical evidence that individualized consideration has been specifically linked to project Implementation modulated with conflict resolution strategies. This is in line with the findings of this study whose correlation output showed tthat all the individualized characteristics were statistically significant ($P<0.05$).

4.6: Intellectual stimulation and Implementation of CDF construction projects.

Intellectual stimulation leader encourages teams, ingenuity, creativity, and innovative thinking urging them to keenly question the status quo in order to make discoveries. It was important to get information on Intellectual stimulation and Implementation of CDF construction projects to ascertain if the principals used this transformational leadership that stimulate creative thinking to generate innovative ideas, and to teach about variety of things. This was the third objective that the study sought to achieve. The respondents were requested to respond to the statements in likert scale of 1-5 where 5=strongly agree, 4=Agree, 3=Neutral, 2=Disagree, 1=strongly disagree.

Table 4.19: Intellectual stimulation and implementation of CDF construction projects.

STATEMENT FOR PRINCIPAL RESPONSES	SA	A	N	D	SD	Mean	Std.Dev.
I enable others to think about old problems in new ways	29(47.5%)	28(45.9%)	2(3.3%)	2(3.3%)	0(0.0%)	1.58	0.645
l provide others with new ways of looking at puzzling thing	25(41.0%)	30(49.2%)	4(6.50%)	2(3.3%)	0(0.0%)	1.68	0.676
I give personalized attention to others who seem rejected	22(36.1%)	32(52.5%)	7(11.4%)	0(0.0%)	0(0.0%)	1.73	0.634
I always grant team members the opportunity to utilize their talents , skills and resources	20(32.8%)	35(57.4%)	3(4.9%)	0(0.0%)	0(0.0%)	1.80	0.732
I invest considerable time and energy in equipping team members	21(34.4%)	32(52.5%)	8(13.1%)	0(0.0%)	0(0.0%)	1.77	0.647
I often encourages team members,growth and autonomy	23(37.7%)	29(47.5%)	7(11.5%)	2(3.3%)	0(0.0%)	1.77	0.722
I mentor team members in order to help them grow academically	23(37.7%)	31(50.8%)	7(11.5%)	0(0.0%)	0(0.0%)	1.72	0.640

Seven statements were developed to measure the extent of influence of intellectual stimulation and implementation of the projects. The statements were, I enable others to think about old problems the new ways, I provide others with new ways of looking at puzzling things, I give personalized attention to others who seem rejected, I always grant team members the opportunity to utilize talents, skills and resources, I invest considerable time and energy in equipping team members, I often encourages team members, growth and autonomy, I mentors team members in order to help them grow academically. Statements (1) I enable others to think about old problems in new ways, had a mean of 1.58 and a standard deviation of 0.645.

This results indicate that a majority 29 (47.5%) strongly agreed that they think about old problems in the new ways, this was followed by 28(45.9%) who agreed and the score was lowest at 2(3.3%) who were neutral.Statement (2), I provide others with new ways of looking at puzzling things had a mean of 1.68 and a standard deviation of 0.676.This results indicate that a majority 30(49.2 %) agreed that they provide others with new ways of looking at puzzling things,this was followed by amean score of 25(41.0%) who strongly agreed and the score was lowest at 2(3.3%) who were neutral. Statement (3) I give personal attention to others who seem rejected, had a mean of 1.73 and a standard

deviation of 0.634. This results indicate that a majority 32(52.5%) agreed that they help others develop themselves this was followed by a mean score of 22(36.1%) who strongly agreed and the score was lowest at 7(11.4 %) who were neutral. Statement (4), I always grant team members the opportunity to utilize their talks, skills and resources had a mean of 1.80 and a standard deviation of 0.732. This results indicate that a majority 35(57.4%) agreed that they always grant team members the opportunity to utilize their talks, skills and resources this was followed by a score of 20(32.8%) who strongly agreed and the mean was lowest at 3(4.9%) who were neutral.Statement (5), I invest considerable time and energy in equipping team members, had score of 1.80 and a standard deviation of 0.732. This results indicate that a majority 32(52.5 %) agreed that they invest considerable time and energy in equipping team members, this was followed by a score of 21(34.4%) who strongly agreed and the mean was lowest at 3(4.9%) who were neutral.Statement (6), I often encourage team members, growth and autonomy had a mean of 1.77 and a standard deviation of 0.722.

This results indicate that a majority 29(47.5%) of the principals agreed they often encourage team members, growth and autonomy. Statement (7) I mentors team members in order to help them grow academically had a mean of 1.72 and a standard deviation of 0.640. This results indicate that a majority 31(50.8 %) of principals agreed they mentors team members in order to help them grow academically this was followed by 23(37.7%) who stromgly agreed and the score was lowest at 7(11.5%). Conclusively, statement 4, (I always grant team members the opportunity to utilize their talents, skills and resources) had the highest score of 1.80 and the standard deviation was 0.732. This result indicate that 35 (57.4%) of principals agreed that they always grant team members the opportunity to utilize their talents, skills and resources, this was followed by statement 5 (I invest considerable time and energy in equipping team members), with a score of 1.77 and the standard deviation was 0.647. This result indicate that the majority 32(55.2%) of principals agreed they invest considerable time and energy in equipping team members, statement 1 (I enable others to think about old problems in new ways), the mean score lowest at 1.58 with a standard deviation 0.645,this implies that majority 29(47.5%) of the principals strongly agreed that they enable others to think about old problems in new

ways.Variability among the principals was higher (σ= 0.732) on statement 4, and lower (σ=0.645) for statement 1.

This findings concur with deductions made by Bass (2006) who examined Intellectual stimulation and approaches to projects in USA, using expost facto design and 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 and Riggio (2006). The same trend was observed by Fau ji (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 were 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.

Findings were further supported by qualitative data on Intellectual stimulation and Implementation of CDF construction projects. The principals agreed that Intellectual stimulation had worked well for them because every time the team members kept on challenging each other for problem solving and this had contributed to achievement of their goals. This findings are in line with the observations made by Bass (2006) who observed that intellectual stimulation works to encourage thoughtful problem solving through careful contemplation and as a component of transformational leadership, it helps foster intrinsic motivationin project implementation. Fau ji (2013) also observed 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 effect on project success.This findings support previous research conducted by Sadigoklu & Zehir (2010), Kostoplus (2011) and Murat and Baki (2011) who observed that knowledge and experience can be enhanced through intellectual stimulation of transformational leaders.

Hypothesis 5:

The study sought to determine the relationship between intellectual stimulation and implementation of CDF construction projects. Pearson correlation coefficient was used to test the relationship between intellectual stimulation and implementation of CDF construction projects; this was done at 95% level of confidence. To test the extent of the relationship between intellectual stimulation and implementation of CDF construction projects, several characteristics of intellectual stimulation were computed based on the following hypothesis,

H_0: There is no significant relationship between intellectual stimulation and implementation of CDF construction projects.

The corresponding mathematical model for the hypothesis was identified as follows:

Implementation of CDF projects = f (Intellectual stimulation)

The data that was used to test this hypothesis were obtained from items 1 intellectual stimulation to item 7 Intellectual stimulation measuring the influence of intellectual stimulation and implementation of CDF construction projects. Using 95% level of confidence, the null hypothesis, H_0: There is no significant relationship between intellectual stimulation and implementation of CDF construction projects was tested. All the p-value under significant 2 tailed in Table 4.21 (intellectual stimulation1, p-value=0.040, Intellectual stimulation 2, p-value=0.001, Intellectual stimulation3, p-value=0.044, Intellectual stimulation 4, p-value=0.006, Intellectual stimulation 5, p-value=0.014, Intellectual stimulation 6, p-value=0.002, Intellectual stimulation7 p-value=0.041) were all less than α=0.05 implying that there is a significant relationship between intellectual consideration and implementation of CDF construction projects leading to a rejection of the null hypothesis. The decision criterion used was that any P-

value less than the threshold of α=0.05 would be considererd significant and subsequently lead to the rejection of the null hypothesis or fail to reject the null hypothesis when the P-value obtained is greater than the threshold of α=0.05. The results obtained are indicated in Table 4.21

Table 4.20: Correlations and Implementation of CDF construction projects.

Correlations of intellectual stimulations		*Projects implemented*	*Operational projects implemented*	*Time taken to meet key objective milestone*
Intellectual stimulation1	*Pearson Correlation*	*.234*	*.096*	*.200*
	Sig. (2-tailed)	*.040*	*.001*	*.012*
	N	*61*	*61*	*61*
Intellectual stimulation2	*Pearson Correlation*	*.040*	*.138*	*.312**
	Sig. (2-tailed)	*.001*	*.009*	*.014*
	N	*61*	*61*	*61*
intellectual stimulation3	*Pearson Correlation*	*.255**	*.162*	*.276**
	Sig. (2-tailed)	*.044*	*.003*	*.031*
	N	*61*	*61*	*61*
Intellectual stimulation4	*Pearson Correlation*	*.077*	*.105*	*.299**
	Sig. (2-tailed)	*.006*	*.004*	*.019*
	N	*61*	*61*	*61*
Intellectual stimulation5	*Pearson Correlation*	*.169*	*345***	*.461***
	Sig. (2-tailed)	*.014*	*.006*	*.000*
	N	*61*	*61*	*61*
Intellectual stimulation6	*Pearson Correlation*	*.057*	*.012*	*.300**
	Sig. (2-tailed)	*.002*	*.017*	*.019*
	N	*61*	*61*	*61*
Intellectual stimulation7	*Pearson Correlation*	*.071*	*.031*	*.308**
	Sig. (2-tailed)	*.041*	*.035*	*.006*
	N	*61*	*61*	*61*

***. Correlation is significant at the 0.01 level (2-tailed).*
**. Correlation is significant at the 0.05 level (2-tailed).*

The correlation output Table 4.21 shows that all the intellectual stimulation were statistically significant (P-values under significant 2-tailed were all less than α=0.05) against implementation of CDF construction projects, similarly there was relatively high degree of positive correlation exhibited between the various bivariate variables implying that the more the principals employed intellectual stimulation styles of leadership the more the projects were implemented and become operational within stipulated time and cost .The small p-values under significant (2-tailed) indicated in Table 4.21 were all less than the threshold α=0.05, impliying that there is a significant relationship among the variables leading to rejection of the null hypothesis (H_0 : There is no significant relationship between intellectual stimulation and implementation of CDF construction projects and acceptance of the alternative hypothesis and hence the research finding conclude that there is a significant relationship between intellectual stimulation and implementation of CDF

construction projects, this is in agreement with the views of Fau ji (2013) in Tagal-Indonesia whose study concluded that Intellectual stimulation as one dimension of transformational leadership has a positive and significant impact on experiential sharing knowledge and explicit knowledge sharing. Results of this study support previous research conducted by Coad and Barners (2007) on transformational leadership, however they did not address the aspect of stimulate the effort of followers' creativity and stimulate permanent reexamination. Further the findings are in disagreement with Ayub (2012) who revealed that in the domain of intellectual stimulation all the participants 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 response.

4.6.1 Intellectual stimulation and implementation of CDF construction projects.

Intellectual stimulation is a transformational leadership aspect that the leader encourages teams ingenuity, creativity, and innovative thinking urging them to keenly question the status quo in order to make discoveries. It was important to get information on Intellectual stimulation and Implementation of CDF projects to find out if the Board of management ascertained that the principlas used this transformational leadership which develops competence,stimulate thinking to generate innovative ideas.This was the third objective that the study sought to achieve. The respondents were requested to respond to the statements in likert scale of 1-5 where 5=strongly agree, 4=Agree, 3=Neutral, 2=Disagree, 1=strongly disagree. Table 4.22 provides the measures of central tendencies and dispersion of Board of management responses on Intellectual stimulation and implementation of CDF projects.

Table 4.21: Intellectual stimulationnd and Implementation of CDF construction projects.

STATEMENT FOR BOARD OF MANAGEMENT RESPONSES	SA	A	N	D	SD	Mean	Std.Dev.
My principal enable others to think about old problems in new ways	14(22.6%)	40(64.5%)	4(6.5%)	4(6.5%)	0(0.0%)	1.97	0.746
My principal provide others with new ways of looking at puzzling thing	14(22.6%)	41(66.5%)	4(6.5%)	3(4.8%)	0(0.0%)	1.94	0.698
My principal give personalized attention to others who seem rejected	17(27.4%)	34(54.8%)	9(14.5%)	2(3.2%)	0(0.0%)	1.94	0.744
My principal always grant team members the opportunity to utilize their talents ,skills and resources	14(22.6%)	36(58.1%)	7(11.3%)	5(8.1%)	0(0.0%)	2.05	0.818
My principal invest considerable time and energy in equipping team members	10(16.1%)	37(59.7%)	10(16.1%)	5(8.1%)	0(0.0%)	2.16	0.793
My principals leadership often encourages follower team members,growth and autonomy	12(19.4%)	39(62.9%)	5(8.1%)	6(9.7%)	0(0.0%)	2.08	0.816
My principals leadership mentors team members in order to help them grow academically	13(21.0%)	37(59.7%)	7(11.3%)	5(8.1%)	0(0.0%)	2.06	0.807

Seven statements were developed to measure the extent of influence of intellectual stimulation and implementation of the projects. The statements were, my principal enable others to think about old problems the new ways,my principal provide others with new ways of looking at puzzling things, I give personalized attention to others who seem rejected,my principal always grant team members the opportunity to utilize talents,skills and resources,my principal invest considerable time and energy in equipping team members, my leadership often encourages followers learning, growth and autonomy,my leadership mentors team members in order to help them grow academically.

Statements (1) my principal enables others to think about old problems in new ways, had a mean of 1.97 and a standard deviation of 0.764. This results indicate that a majority 40 (64.5%) of Board of management agreed that their principals help them think about old problems in the new ways this was followed by a score of 14(22.6%) who strongly agreed and the score was lowest at 4(6.5%) who disagreed. Statement (2), my principal provide others with new ways of looking at puzzling things had a mean of 1.94 and a standard

deviation of 0.698. This results indicate that a majority 41 (66.5 %) agreed that they provide others with new ways of looking at puzzling things, this was followed by score of 14(22.6%) who strongly agreed and the score was lowest at 3(4.8%) who disagreed. Statement (3) my principal give personal attention to others who seem rejected had a mean of 1.94 and a standard deviation of 0.744. This results indicate that a majority 34(54.8%) agreed that they help others develop themselves this was followed by score of 17(27.4%) who strongly agreed and the score was lowest at 2(3.2 %) who were neutral. Statement (4), my principal always grant team members the opportunity to utilize their talks, skills and resources, had a mean of 2.05 and a standard deviation of 0.818.

This results indicate that a majority 36(58.1%) agreed that they always grant team members the opportunity to utilize their talks, skills and resources this was followed by a score of 14(22.6%) who strongly agreed and the mean was lowest at 5(8.1%) who were neutral. Statement (5), my principal invest considerable time and energy in equipping team members, had a mean of 2.16 and a standard deviation of 0.793.This results indicate that a majority 37(59.7 %) agreed that they invest considerable time and energy in equipping team members, this was followed by a score of 10(16.1%) who strongly agreed and the mean was lowest at 3(8.1%) who were neutral.Statement (6), my principal often encourages team members,growth and autonomy had a mean of 2.08 and a standard deviation of 0.816.This results indicate that a majority 39(62.9%) of the principals agreed they often encourages team members,growth and autonomy. This was followed by 12(19.45%) who strongly agreed and the mean was lowest at 5(8.1) Statement (7) my principal mentors team members in order to help them grow academically had a mean of 2.06 and a standard deviation of 0.807.

This results indicate that a majority 37(59.7 %) of principals agreed they mentors team members in order to help them grow academically this was followed by 13(21.0%) and the score was lowest at 5(8.1%). Conclusively,Statement 5 (My principal invest considerable time and energy in equipping team members) had the highest mean of 2.16 and the standard deviation was 0.793.This result indicate that 37(59.7%) of BOM agreed that their principal invest considerable time and energy in equipping team members, this was followed by statement 6 (My principal leadership often encourages follower team

members, growth and automony), with a mean score of 2.08 and the standard deviation was 0.816. This result indicate that the majority 39(62.9%) of BOM agreed that their principals leadership often encourages follower team members,growth and automony.Statement 3 sought the opinion of the principal whether (my principal gives personalized attention to others who seem rejected) , the mean was lowest at 1.94 with a standard deviation 0.744, this implies that majority 34(54.8%) of the BOM agreed that their principal gave personalized attention to others who seem rejected .Variability among the Board of management was higher (σ= 0.793) on item 5, and lower (σ=0.744) for statement 3.

These findings support previous research conducted by Sadigoklu & Zehir (2010), Kostopoulos (2011) and Murat and Baki (2011) who found out that intellectual stimulation is an aspect of interest in the implementation of projects. Sadigoklu & Zehir (2010) study 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, Shin and Zhou (2009) found that intellectual stimulation trait of transformational leadership style significantly predicted project Implementation. Although the context of Shieh and Zhou (2009) 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 developed on the lines of multifactor Leadership Questionnaire was used. 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.

Hypothesis 6:

The study sought to determine the relationship between intellectual stimulation and implementation of CDF projects. Pearson correlation coefficient was used to test the relationship between idealized behavior and implementation of CDF construction projects; this was done at 95% level of confidence. To test the extent of the relationship between intellectual stimulation and implementation of CDF construction projects several characteristics of intellectual stimulation were computed based on the following hypothesis;

H_0: There is no significant relationship between intellectual stimulation and implementation of CDF projects.

The corresponding mathematical model for the hypothesis was identified as follows:

Implementation of CDF projects = f (Intellectual stimulation)

The data that was used to test this hypothesis were obtained from statements 1 Intellectual stimulation to statement 7 Intellectual stimulation measuring the influence of individualized consideration on the implementation of CDF projects. Using 95% level of confidence, the null hypothesis H_0: There is no significant relationship between intellectual stimulation and implementation of CDF construction projects was tested. All the p-value under significant 2 tailed in Table 4.23 (intellectual stimulation1, p-value=0.02, Intellectual stimulation 2, p-value=0.013, Intellectual stimulation3, p-value=0.011, Intellectual stimulation 4, p-value=0.003, Intellectual stimulation 5, p-value=0.007,

Intellectual stimulation 6, p-value=0.033, Intellectual stimulation 7 p-value=0.004) were all less than α=0.05 implying that there is a significant relationship between intellectual stimulation and implementation of CDF projects leading to a rejection of the null hypothesis. The decision criterion used was that any P-value less than the threshold of α=0.05 would be considererd significant and subsequently lead to the rejection of the null hypothesis or fail to reject the null hypothesis when the P-value obtained is greater than the threshold of α=0.05. The results obtained are indicated in Table 4.23.

Table 4.22: Correlations and Implementation of CDF construction projects.

Variable		***Number of CDF projects implemented***
Intellectual stimulation1	*Pearson Correlation*	*.467.*
	Sig. (2-tailed)	*..02.*
	N	*62*
Intellectual stimulation2	*Pearson Correlation*	*.562[a]*
	Sig. (2-tailed)	*.013.*
	N	*62*
Intellectual stimulation3	*Pearson Correlation*	*.471.[a]*
	Sig. (2-tailed)	*.011*
	N	*62*
Intellectual stimulation4	*Pearson Correlation*	*.217*
	Sig. (2-tailed)	*.003*
	N	*62*
Intellectual stimulation5	*Pearson Correlation*	*.341[**]*
	Sig. (2-tailed)	*.007*
	N	*62*
Intellectual stimulation6	*Pearson Correlation*	*.247*
	Sig. (2-tailed)	*.033*
	N	*62*
Intellectual stimulation7	*Pearson Correlation*	*.358[**]*
	Sig. (2-tailed)	*.004*
	N	*62*

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

The correlation output table shows that all the intellectual stimulation were statistically significant (P-values under significant 2-tailed were all less than α=0.05) against implementation of CDF projects, similarly there was relatively high degree of positive correlation exhibited between the various bivariate variables implying that the Board of management observed that the more the principals employed intellectual stimulation styles of leadership the more the projects were implemented and become operational within time and cost stipulated.The small p-values under significant (2-tailed) indicated in Table 4.23 were all less than the threshold α=0.05, impliying that there is a significant relationship among the variables leading to rejection of the null hypothesis (H_0 : There is no significant relationship between intellectual stimulation and implementation of CDF construction

projects) and acceptance of the alternative hypothesis and hence the research finding conclude that there is a significant relationship between intellectual stimulation and CDF construction projects implementation,this is in the views of Bass (2006) who asserts that the followers are challenged with the question, whether they are in line with the goals of the organization in general and 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).

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 of new methods and means in an innovative ways by getting them involved in the process of decision-making as well as problem solving that impact on their social, economic, environmental and political well being. 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 stimulate the effort of follower, creativity, stimulate change, and stimulate permanent reexamination has been specifically linked to successful project implementation modulated with conflict resolution strategies.

4.6.2 Intellectual stimulation and implementation of CDF construction projects .

Intellectual stimulation is a transformational leadership aspect that the leader encourages teams ingenuity, creativity, and innovative thinking urging them to keenly question the status quo in order to make discoveries.It was important to get information on Intellectual stimulation and Implementation of CDF construction projects to find out if the teachers ascertained that the principlas used this transformational leadership which develops competence,stimulate thinking to generate innovative ideas.This was the third objective that the study sought to achieve.The respondents were requested to respond to the statements in likert scale of 5-1 where 5=strongly agree, 4=Agree, 3=Neutral, 2=Disagree,

1=Strongly disagree. Table 4.24 provides the measures of central tendencies and dispersion of Teachers responses on Intellectual stimulation and implementation of CDF projects.

Table 4.23: Intellectual stimulation and Implementation of CDF construction projects.

STATEMENT FOR TEACHERS RESPONSES	SA	A	N	D	SD	Mean	Std.Dev.
My principal enable others to think about old problems in new ways	86(23.3%)	194(52.6%)	72(19.5%)	9(2.4%)	8(2.2%)	2.07	0.834
My principal provide others with new ways of looking at puzzling thing	87(23.6%)	208(56.4%)	52(14.1%)	16(4.3%)	6(1.7%)	2.03	0.821
My principal give personalized attention to others who seem rejected	90(24.4%)	178(48.2%)	70(19.0%)	22(6.0%)	9(2.4%)	2.12	0.914
My principal always grant team members the opportunity to utilize their talents , skills and resources	127(34.4%)	179(48.5%)	47(12.7%)	13(3.5%)	3(0.8%)	1.86	0.789
My principal invest considerable time and energy in equipping team members	103(27.9%)	199(53.9%)	49(13.3%)	13(3.5%)	5(1.3%)	1.95	0.793
My principals leadership often encourages follower team members , growth and autonomy	105(28.5%)	198(53.7%)	41(11.1%)	17(4.6%)	8(2.2%)	1.91	0.841
My principals leadership mentors team members in order to help them grow academically	128(34.7%)	176(47.7%)	40(10.8%)	14(3.8%)	11(2.9%)	1.91	0.908

Seven statements were developed to measure the extent of influence of intellectual stimulation and implementation of the projects. The statements were, my principal enable others to think about old problems the new ways, my principal provide others with new ways of looking at puzzling things, my principal give personalized attention to others who seem rejected, my principal always grant team members the opportunity to utilize talents, skills and resources,my principal invest considerable time and energy in equipping team members, my leadership often encourages follower learning, growth and autonomy, my leadership mentors team members in order to help them grow academically .

Statements (1) my principal enables others to think about old problems in new ways, had a mean of 2.07 and a standard deviation of 0.834. This results indicate that a majority 194(52.6%) of teachers agreed that their principals help them think about old problems in

the new ways this was followed by a mean score of 86(23.3%) who strongly agreed and the mean was lowest at 8(2.2%) who disagreed. Statement(2), my principal provide others with new ways of looking at puzzling things had a mean of 2.03 and a standard deviation of 0.821. This results indicate that a majority 208(56.4%) agreed that they provide others with new ways of looking at puzzling things, this was followed by a score of 87(23.6%) who strongly agreed and the score was lowest at 6(1.7%) who disagreed. Statement (3) my principal give personal attention to others who seem rejected had a mean of 2.12 and a standard deviation of 0.914. This results indicate that a majority 178(48.2%) agreed that they help others develop themselves this was followed by a score of 90(24.4%) who strongly agreed and the mean was lowest at 9(2.4%) who were neutral.Statement (4), my principal always grant team members the opportunity to utilize their talks, skills and resources, had a mean of 1.86 and a standard deviation of 0789. This results indicate that a majority 179(48.5%) agreed that they always grant team members the opportunity to utilize their talks, skills and resources this was followed by a mean score of 127(34.4%) who strongly agreed and the mean was lowest at 3(0.8%) who were neutral.Statement (5), my principal invest considerable time and energy in equipping team members, had a mean of 1.95 and a standard deviation of 0.793. This results indicate that a majority 199(53.9%) agreed that they invest considerable time and energy in equipping team members, this was followed by score of 103(27.9%) who strongly agreed and the mean was lowest at 5(1.3%) who were neutral.Statement (6), my principal often encourages team members, growth and autonomy had a mean of 1.91 and a standard deviation of 0.841.

This results indicate that a majority 198(53.7%) of the principals agreed they often encourages team members, growth and autonomy. This was followed by 105(28.5%) who strongly agreed and the mean was lowest at 8(2.2.) Statement (7) my principal mentors team members in order to help them grow academicalfly had a mean of 1.91 and a standard deviation of 0.908. This results indicate that a majority 176(47.7 %) of teachers agreed that the principals mentors team members in order to help them grow academically this was followed by 128(34.7%) and the mean was lowest at 11(2.9%). Finaly statement 3 (My principal give personalized attention to others who seem rejected) had the highest mean of 2.12 and statement and a standard deviationof 0.914.. This result indicate that 178 (48.2%) of the teachers agreed that their principal provide others with new ways of looking at

puzzling things, this was followed by statement 1 (My principal enable others to think about old problems in new ways), with a mean of 2.07 and standard deviation was 0.834.This result indicate that the majority 179(48.5%) of teachers agreed their principals enable others to think about old problems in new ways. Statement 4 sought the opinion of the teachers whether their principal always grant team members the opportunity to utilize their talents skills and resource, the mean was lowest at 1.86 with a standard deviation 0.789, this implies that majority 179(48.5%) of the principals agreed that their principal always granted team members the opportunity to utilize their talents skills and resource. Variability among the teachers themselves was higher (σ= 0.914) on item 3, and lower (σ=0.789) for item 4.

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 and Riggio, (2006). Fau ji (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 were 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) on transformational leadership, Chen and Barnes (2007) transformational and transactional leadership they however did not address the aspect of stimulate the effort of follower, creativity, stimulate change, stimulate permanent reexamination.These findings support previous research

conducted by Sadigoklu & Zehir, (2010), Kostopoulos *et al*, (2011) and Murat and Baki (2011).

This study 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, Shin and Zhou (2009) found that intellectual stimulation trait of transformational leadership style significantly predicted project Implementation. Although the context of Shin and Zhou 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.

Hypothesis 7 :

The study sought to determine the relationship between intellectual stimulation and implementation of CDF construction projects. Pearson correlation coefficient was used to test the relationship between idealized behavior and implementation of CDF projects; this was done at the 95% level of confidence. To test the extent of the relationship between intellectual stimulation and implementation of CDF construction projects several characteristics of intellectual stimulation were computed based on the following hypothesis,

H_0: There is no significant relationship between intellectual stimulation and implementation of CDF construction projects.

The corresponding mathematical model for the hypothesis was identified as follows:

Implementation of CDF projects = f (Intellectual stimulation)

The data that was used to test this hypothesis were obtained from items 1 IS to 7 IS measuring the influence of individualized consideration on the implementation of CDF projects. Using 95% level of confidence , the null hypothesis ; H_0 : There is no significant relationship between intellectual stimilation and implementation of CDF construction projects was tested.All the p-value under significant 2 tailed in table 4.25 (intellectual stimulation1, p-value=0.023, Intellectual stimulation 2, p-value=0.001, Intellectual

stimulation3, p-value=0.000, Intellectual stimulation 4, p-value=0.006, Intellectual stimulation 5, p-value=0.002, Intellectual stimulation 6, p-value=0.001, Intellectual stimulation7 p-value=0.040 were all less than α=0.05 implying that there is a significant relationship between intellectual stimulation and implementation of CDF construction projects leading to a rejection of the null hypothesis . The decision criterion used was that any P-value less than the threshold of α=0.05 would be considererd significant and subsequently lead to the rejection of the null hypothesis or fail to reject the null hypothesis when the P-value obtained is greater than the threshold of α=0.05. The results obtained are indicated in Table 4.25.

Table 4.24: Correlations of Intellectual stimulation and Implementation of CDF construction projects.

Variable		*Number of CDF projects implemented*
Intellectual stimulation1	*Pearson Correlation*	*.453.*
	Sig. (2-tailed)	*.023.*
	N	*369*
Intellectual stimulation2	*Pearson Correlation*	*.34*[5]
	Sig. (2-tailed)	*.001*
	N	*369*
Intellectual stimulation3	*Pearson Correlation*	*.218***
	Sig. (2-tailed)	*.000*
	N	*369*
Intellectual stimulation4	*Pearson Correlation*	*.472*
	Sig. (2-tailed)	*.006*
	N	*369*
Intellectual stimulation5	*Pearson Correlation*	*.162***
	Sig. (2-tailed)	*.002*
	N	*369*
Intellectual stimulation6	*Pearson Correlation*	*.172***
	Sig. (2-tailed)	*.001*
	N	*369*
Intellectual stimulation7	*Pearson Correlation*	*.295*
	Sig. (2-tailed)	*.040*
	N	*369*

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

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation output table shows that all the intellectual stimulation were statistically significant (P-values under significant 2-tailed were all less than α=0.05) against implementation of CDF projects, similarly there was relatively high degree of positive correlation exhibited between the various bivariate variables implying that the teachers observed that the more the principals employed intellectual stimulation styles of leadership

the more the projects were implemented and become operational within time and cost stipulated.The small p-values under significant (2-tailed) indicated in table 4.25 were all less than the threshold α=0.05, impliying that there is a significant relationship among the variables leading to rejection of the null hypothesis (H_0 : There is no significant relationship between intellectual stimulation and implementation of CDF construction projects) and acceptance of the alternative and hence the research finding concluded that there is a significant relationship between intellectual stimulation style of leadership and implementation of CDF construction projects, this supports the views of Shin and Zhou (2009) who found that intellectual stimulation trait of transformational leadership style significantly predicted project implementation. Stamatia (2007) also concluded that the use of intellectual stimulation revealed that when project managers influence team members ,intrinsic motivation through the use of intellectually stimulating behaviours, team members perception of their projects intellectual stimulation (using an interactive style, challenging team members, and encouraging independent thought), will be positively associated with intrinsic motivation.

These findings support previous research conducted by Sadigoklu and Zehir (2010) on leadership styles, Kostopoulos (2011) and Murat and Baki (2011) on transformational leaders in the 20th century. This study 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 and Zhou (2009) study on transformational leaders 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.

4.7: Inspirational motivation and Implementation of CDF construction projects.

Inspirational motivation clearly communicates the organizational goals and visions subsequently motivating and inspiring the team to ensure its full realization potentially. It

was important to get information on Intellectual stimulation and Implementation of CDF projects to ascertain if the principals used this transformational leadership that stimulate creative thinking to generate innovative ideas,and teach how to teach about variety of things.This was the third objective that the study sought to achieve.The respondents were requested to respond to the statements in likert scale of 1-5 where 5=strongly agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly disagree. Table 4.26 provides the measures of central tendencies and dispersion.

Table 4.25: Inspirational motivation and Implementation of CDFconstuction projects

STATEMENT FOR PRINCIPAL RESPONSES	SA	A	N	D	SD	Mean	Std.Dev.
I express with a few simple words what we could and should do	16(26.2%)	33(54.2%)	8(13.1%)	4(6.5%)	0(0.0%)	1.97	0.780
I provide appealing images about what we can do	18(29.5%)	38(62.3%)	5(8.2%)	0(0.0%)	0(0.0%)	1.77	0.563
I help others find meaning in their work	21(34.5%)	36(59%)	4(6.5%)	0(0.0%)	0(0.0%)	1.72	0.613
I inspire team members to be leaders in the future	21(34.5%)	36(59%)	4(6.5%)	0(0.0%)	0(0.0%)	1.70	0.561
I often work with the best interest of others rather than self	26(42.7%)	29(47.5%)	3(4.9%)	3(4.9%)	0(0.0%)	1.68	0.725
I models service to inspire others through his/her behavior, attitude and values.	25(41%)	36(59%)	0(0.0%)	0(0.0%)	0(0.0%)	1.58	0.497
Goes out of his/her way to me meet the needs of the employees	24(39.3%)	34(55.8%)	3(4.9%)	0(0.0%)	0(0.0%)	1.63	0.551

Seven statements were developed to measure the extent of influence of inspirational motivation and implementation of the projects. The statements were, I express with a few simple words what we could and should do, I provide appealing images about what we can do, I help others find meaning in their work, inspire team members to be leaders in the future, often work with the best interest of others rather than self, models service to inspire others through his/her behavior, attitude, and values, goes out of his/her way to meet the needs of employees. Statements (1), I express with a few simple words what we could and should do , had a score of 1.97 and a standard deviation of 0.780. This results indicate that a majority 33(54.2%) principals agreed they expressed with a few simple words what we could and should, that this was followed by a score of 16(26.2%) who strongly agreed and

the mean was lowest at 4(6.5%) who disagreed, Statement (2) I provide appealing images about what we can do. had a mean of 1.77 and a standard deviation of 0.563. This results indicate that a majority 38(62.3%) I provide appealing images about what we can do, that this was followed by a score of 18(29.5%) who strongly agreed and the mean was lowest at 5(8.2%) who disagreed, Statement (3), I help others find meaning in their work had a score of 1.72 and a standard deviation of 0.613. This results indicate that a majority 36(59%) I help others find meaning in their work, that this was followed by a score of 21(3.5%) who strongly agreed and the score was lowest at 4(6.5%) who disagreed.Statement (4) inspire me to be a leader had a mean of 1.70 and a standard deviation of 0.561. This results indicate that a majority 36(59%) of principals agreed they inspire others to be leaders, this was followed by a mean score of 21(34.5%) who strongly agreed and the mean was lowest at 4(6.5%) who disagree, Statement (5) often work with the best interest of others other than self had a mean of 1.68 and a standard deviation of 0.725. This results indicate that a majority 29(47.5%) often work with the best interest of others other than self, that this was followed by a score of 26(42.7%) who strongly agreed and the score was lowest at 3(4.9%) who disagreed, Statement (6) models service to inspire others through his/her behavior had a sore of 1.58 and a standard deviation of 0.497. This results indicate that a majority 36(59%) agreed they models service to inspire others through his/her behavior, this was followed by a mean score of 25(41%) who strongly agreed and the score was lowest at 3(4.9%) who disagreed,, Statement (7) goes out of my way to meet the needs of employees, had a score of 1.63 and a standard deviation of 0.551.

This results indicate that a majority 34(55.8%) agreed they goes out of their way to meet the needs of employees, this was followed by a score of 24(39.3%) who strongly agreed and the score was lowest at 3(4.9%) who were neutral.Statement 1 (I express with a few simple words what we could and should do) had the highest mean of 1.97 and the standard deviation was 0.780. This result indicate that 33(54.2%) of principals agreed that they expressed with a few simple words what we could and should do this was followed by statement 2(I provide appealing images about what we can do), with a score of 1.77 and the standard deviation was 0.563. This result indicate that the majority 38(62.3%) of principals agreed they provided appealing images about what they could do, statement 6 sought the opinion of the principals whether they (Models service to inspire others through

his/her behaviour, attitude and values the score was lowest at 1.58 with a standard deviation 0.497. This implies that majority 36(59%) of the principals agreed that they modeled service to inspire others through his/her behaviour, attitude and values.Variability among the principals was higher (σ= 0.780) on item 1, and lower (σ=0.497) for item 6.

Inspirational motivation refers to the ability of the leader to motivate the whole organization.Transformational leaders make the followers see an appealing future and offer them opportunities to see meaning in their work. They therefore challenge them with high standards. Such leaders also encourage the followers to be part of organizational culture and environment Kelly (2003), Stone; Russel & Patterson (2003).Transformational leader possesses the ability to use emotion to motivate their subordinates Dubinsky (2005). This ability could inspire team members towards good mood, and indirectly affect members' satisfaction with their leader. McColl-Kennedy (2008) found that transformational leadership has a significant direct influence on members' frustration and optimism using the variable of clear and continuous stimulation. While positive moods (optimism) usually evoke higher reported job satisfaction Connolly and Viswesvaran (2009) or signal a state of satisfaction Ashkanasy and Schwarz (2009), Schwarz and Bohner (2006), it's proposed that transformational leaders' inspirational motivation behaviors will positively influence team members' satisfaction with their leader. The result showed that there was a link between project managers who display inspirational approach and their ability to quickly identify and solve problems with his team ($r = .43$, $p = .000$).

Keegan and Den Hartog (2009) further suggested that transformational leadership is relevant to the field of Project Management, but the development of new forms of leadership theories are perhaps required for project managers as line managers appear to have more charismatic influence over followers. Their findings show that the project manager who exercises transformational leadership behavior of inspirational motivation enjoys project Implementation. Turner and Muller (2008) study on the project manger's leadership style as a success factor on project's using survey design and evaluative quantitative analysis method found that inspiring leadership involved instilling pride in individuals and units, using motivational talks, setting examples of what is expected, and building confidence and enthusiasm thus enhancing successful Implementation of projects

however the variables of enthusiasm and optimism, and clarity of stimulation were not tackled .

Studies by Graetz (2009) on project implementation and strategic change leadership in inclusive settings using descriptive survey found that certain leadership behaviors were important to transformational leadership for educational project managers who were inspiring, social supporting, and enabling. Inspiring refers to building a vision and providing motivational tasks; social supporting refers to fostering a learning culture, facilitating support networks, and handling conflicts; and enabling refers to enhancing knowledge and skills and offering intellectual stimulation. Each of these behaviors have been empirically tested and found to increase employee motivation and satisfaction in a project setting, and to improve cognitive, affective, and motivational outcomes in project settings (Bolkan & Goodboy, 2009, Gooty, Gavin, Johnson, Frazier, & Snow, 2009, Hardy, 2010, Hoehl, 2008; Ingram, 2007) however they did not address the mediating aspect of conflict strategies on Implementation of projects. This is in the same vein with this study whose findings showed the correlation output that all the inspirational motivation were statistically significant ($P<0.05$) against the three indicators of project implementation. Similarly,there was relatively low degree of positive correlation exhibited between the various bivariate variables implying that the more the principals employ inspirational motivation styles of leadership the more the projects were implemented and become operational within stipulated time and cost.

Bhatt (2008) looking on Critical success factors for the implementation of enterprise resource planning empirical validation in South Africa went on to state that transformational leaders work towards communicating project priorities and goals to team members in an attempt to provide a sense of overall purpose, as well as have high expectations for team members to be innovative and encourage them to reflect on what they are trying to achieve. Bhatt (2008) further posited that a project manager who is transformational focuses on individual members by providing moral support, showing appreciation for the work of individual members, and considering their opinion however they did not address the mediating aspect of conflict strategies on successful implementation of a project.

Another study by Krahn and Harterman (2006) on important leadership competencies for project managers, the fit between competencies and project success, using OLS multi-regression model found out that transformational leaders are said to be inspiring by generating excitement and confidence but they did not address the variable enthusiasm and optimism. The process starts with including everyone in the organization in developing the vision (Scot, 2006). If everyone has contributed to the vision, then all should be inspired to achieve this vision. This is achieved through setting an example of hard work, giving motivational talks, remaining optimistic in tough times and acting in the best interests of the employees Walumbwa (2010). The inspirational element, particularly, means that transformational leadership has often been described as behaviour that achieves performance beyond expectations adds Hardy (2010).

A study by Nutt (2008) on tactics of implementing Approaches for projects using hypothesis showed that inspirational motivation had significant positive effect on project Implementation. Followers are inspired to perform better than expected, and often put more effort into their work than is expected Anderson (2008). However, there is no empirical evidence that inspirational motivation variables of clarity of stimulation, enthusiasm and optimism, stimulating team work, and pointing out positive results have been specifically linked to project implementation modulated with conflict resolution strategies. Qualitative data was supported by the following views from the principals on Inspirational motivation and project Implementation. All the principals interviewed reported that their team members had adapted the aspect of inspiring each other since they had come to believe that they need the importance of expressing the desired goals in simple ways, communicate high level of expectation and provide followers with work that is meaningful and challenging. Further challenging team members ideas and value for solving problem has been highly embraced by themselves and the entire team. This is in line with the views of Turner and Muller (2008) study on the project manager's leadership style as success factor on projects which found that inspiring leadership involved instilling pride in individuals and units,using motivational talks, setting examples of what is expected and building confidence and enthusiasm thus enhancing successful Implementation of projects.

The study sought to establish the relationship between inspirational motivation (IM) and implementation of CDF construction projects. Pearson correlation coefficient was used to test the relationship between inspirational motivation and implementation of CDF construction project; this was done at 95% level of confidence. To test the extent of the relationship between inspirational motivation and implementation of CDF construction projects several characteristics of inspirational motivation were computed based on the following hypothesis,

Hypothesis 8:

H_0: There is no significant relationship between inspirational motivation and implementation of CDF construction projects.

The corresponding mathematical model for the hypothesis was identified as follows:

Implementation of CDF construction projects = f (Inspirational motivation)

The data that was used to test this hypothesis were obtained from statements 1 IM to 7 IM measuring the influence of inspirational motivation and the implementation of CDF construction projects.Using 95% level of confidence , the null hypothesis : H_0 : There is no significant relationship between idealized behavior and implementation of CDF construction projects was tested. All the p-value under significant 2 tailed in table 4.27 (inspirational motivation1, p-value=0.008, Inspirational motivation 2, p-value=0.019, Inspirational motivation 3, p-value=0.006, Inspirational motivation 4, p-value=0.012, Inspirational motivation 5, p-value=0.004, Inspirational motivation 6, p-value=0.008, Inspirational motivation 7 p-value=0.010) were all less than α=0.05 implying that there is a significant relationship between inspirational motivation and implementation of CDF projects leading to a rejection of the null hypothesis .The decision criterion used was that any P-value less than the threshold of α=0.05 would be considererd significant and subsequently lead to the rejection of the null hypothesis or fail to reject the null hypothesis when the P-value obtained is greater than the threshold of α=0.05. The results obtained are indicated in Table 4.27

Table 4.26: Correlations of Inspirational motivation and Implementation of CDF constuction projects.

		Projects implemented	*Operational projects implemented*	*Time taken to meet key objective milestone*
Inspirational motivation1	*Pearson Correlation*	*.488*	*.514*	*.535*
	Sig. (2-tailed)	*.008*	*.007*	*.001*
	N	*61*	*61*	*61*
Inspirational motivation2	*Pearson Correlation*	*405*	*..548*	*.441*
	Sig. (2-tailed)	*.019*	*.029*	*.003*
	N	*61*	*61*	*61*
Inspirational motivation3	*Pearson Correlation*	*.510*	*.431*	*.625*
	Sig. (2-tailed)	*.006*	*.014*	*.000*
	N	*61*	*61*	*61*
Inspirational motivation4	*Pearson Correlation*	*.424*	*.435*	*.534*
	Sig. (2-tailed)	*.012*	*.009*	*.004*
	N	*61*	*61*	*61*
Inspirational motivation5	*Pearson Correlation*	*..456*	*.518*	*.243*
	Sig. (2-tailed)	*.004*	*.033*	*.039*
	N	*61*	*61*	*61*
Inspirational motivation6	*Pearson Correlation*	*.438*	*.427*	*.312*
	Sig. (2-tailed)	*.008*	*.029*	*.005*
	N	*61*	*61*	*61*
Inspirational motivation7	*Pearson Correlation*	*.407*	*.435*	*.378*
	Sig. (2-tailed)	*.010*	*.007*	*.011*
	N	*61*	*61*	*61*

**. Correlation is significant at the 0.05 level (2-tailed).*
***. Correlation is significant at the 0.01 level (2-tailed).*

The correlation output table shows that all the inspirational motivation were statistically significant (P-values under significant 2-tailed were all less than α=0.05) against implementation of CDF projects, similarly there was relatively high degree of positive correlation exhibited between the various bivariate variables implying that the more the principals employed inspirational motivation styles of leadership the more the projects were implemented and became operational within stipulated time and cost . The small p-values under significant (2-tailed) indicated in table 4.27 were all less than the threshold α=0.05 ; impliying that there is a significant relationship among the variables leading to rejection of the null hypothesis (H_0: There is no significant relationship between inspirational motivation and implementation of CDF construction projects) and acceptance of the alternative hypothesis and hence the research finding concluded that there is a significant relationship between inspirational motivation and implementation of CDF projects. This is in line with the observations made by Ashkanasy (2009), Schwaz and Bohneer (2009) whose results showed that there was a link between project managers who display inspirational approach and their ability to quickly identify and solve problems with his team (r= 0.43, p=000). However, the findings of McColl-Kennedy (2008) only

observed that transformational leadership had a significant direct influence on members' frustration and optimism using the variable of clear continuous stimulation.

Inspirational motivation refers to the ability of the leader to motivate the whole organization. Transformational leaders make the followers see an appealing future and offer them opportunities to see meaning in their work. They therefore challenge them with high standards. Such leaders also encourage the followers to be part of organizational culture and environment Kelly (2003), Stone, Russel & Patterson (2003). Transformational leader possesses the ability to use emotion to motivate their subordinates Dubinsky (2005). This ability could inspire team members towards good mood, and indirectly affect members' satisfaction with their leader. McColl-Kennedy (2008) found that transformational leadership has a significant direct influence on members frustration and optimism using the variable of clear and continuous stimulation. While positive moods (optimism) usually evoke higher reported job satisfaction Connolly & Viswesvaran (2009) or signal a state of satisfactionAshkanasy(2009),Schwarz & Bohner (2006), it proposed that transformational leaders' inspirational motivation behaviors will positively influence team members' satisfaction with their leader. The result showed that there was a link between project managers who displayed inspirational approach and their ability to quickly identify and solve problems with his team ($r = .43$, $p = .000$).

Keegan and Den Hartog (2009) further suggested that transformational leadership is relevant to the field of Project Management, but the development of new forms of leadership theories are perhaps required for project managers as line managers appear to have more charismatic influence over followers. Their findings show that the project manager who exercises the transformational leadership behavior of inspirational motivation enjoys project Implementation. Turner and Muller (2008) study on the project manger's leadership style as a success factor on project's using survey design and evaluative quantitative analysis method found that inspiring leadership involved instilling pride in individuals and units, using motivational talks, setting examples of what is expected, and building confidence and enthusiasm thus enhancing successful Implementation of projects however the variables of enthusiasm and optimism, and clarity of stimulation were not tackled .

Studies by Graetz (2009) on project implementation and strategic change leadership in inclusive settings using descriptive survey found that certain leadership behaviors to be important to transformational leadership for educational project managers were inspiring, social supporting, and enabling. Inspiring refers to building a vision and providing motivational tasks; social supporting refers to fostering a learning culture, facilitating support networks, and handling conflicts; and enabling refers to enhancing knowledge and skills and offering intellectual stimulation. Each of these behaviors have been empirically tested and found to increase employee motivation and satisfaction in a project setting, and to improve cognitive, affective, and motivational outcomes in project settings (Bolkan & Goodboy, 2009, Gooty, Gavin, Johnson, Frazier, & Snow, 2009, Hardy, 2010, Hoehl, 2008; Ingram, 2007) however they did not address the mediating aspect of conflict strategies on Implementation of projects.

Bhatt (2008) looking on Critical success factors for the implementation of enterprise resource planning empirical validation in South Africa went on to state that transformational leaders work toward communicating project priorities and goals to team members in an attempt to provide a sense of overall purpose, as well as have high expectations for team members to be innovative and encourage them to reflect on what they are trying to achieve. Bhatt (2008) further posited that a project manager who is transformational focuses on individual members by providing moral support, showing appreciation for the work of individual members, and considering their opinion however they did not address the mediating aspect of conflict strategies on successful implementation of a project.

Another study by Krahn and Harterman (2006) on important leadership competencies for project managers; the fit between competencies and project success, using OLS multi-regression model found out that transformational leaders are said to be inspiring by generating excitement and confidence but they did not address the variable enthusiasm and optimism. The process starts with including everyone in the organization in developing the vision Scot (2006). If everyone has contributed to the vision, then all should be inspired to achieve this vision. This is achieved through setting an example of hard work, giving motivational talks, remaining optimistic in tough times and acting in the best interests of

the employees Walumbwa (2010). The inspirational element, particularly, means that transformational leadership has often been described as behaviour that achieves 'performance beyond expectations adds Hardy (2010). A study by Nutt (2008) on tactics of implementing Approaches for projects using hypothesis showed that inspirational motivation had significant positive effect on project Implementation. Followers are inspired to perform better than expected, and often put more effort into their work than is expected Anderson (2008). However, there is no empirical evidence that inspirational motivation variables of clarity of stimulation, enthusiasm and optimism, stimulating team work, and pointing out positive results have been specifically linked to project implementation modulated with conflict resolution strategies

4.7.1 Inspirational motivation and implementation of CDF construction projects.

Inspirational motivation clearly communicates the organizational goals and visions subsequently motivating and inspiring the team to ensure its full realization potentially. It was important to get information on Inspirational motivation and Implementation of CDF projects to find out if the Board of management ascertained that the principlas used this transformational leadership which develops competence, stimulate thinking to generate innovative ideas. This was the third objective that the study sought to achieve.The respondents were requested to respond to the statements in likert scale of 1-5 where 5=strongly agree, 4=Agree, 3=Neutral, 2=Disagree, 1=strongly disagree. Table 4.28 provides the measures of central tendencies and dispersion of Board of management responses on Intellectual stimulation and implementation of CDF projects. Table 4.28 provides the measures of central tendencies and dispersion.

Table 4.27: Inspirational motivation and Implementation of CDF construction projects

STATEMENT FOR BOARD OF MANAGEMENT RESPONSES	SA	A	N	D	SD	Mean	Std.Dev.
My principal express with a few simple words what we could and should do	7(11.3%)	28(45.2%)	22(35.5%)	5(8.1%)	0(0.0%)	2.40	0.799
My principal provide appealing images about what we can do	7(11.3%)	46(74.2%)	7(11.3%)	2(3.2%)	0(0.0%)	2.06	0.597
My principal help others find meaning in their work	11(17.7%)	39(62.9%)	9(14.5%)	2(3.2%)	1(1.6%)	2.08	0.775
My principal inspire me to be a leader in the future	12(19.4%)	37(59.7%)	10(16.1%)	2(3.2%)	1(1.6%)	2.08	0.795
My principal often work with the best interest of others rather than self	12(19.4%)	43(69.4%)	3(4.8%)	2(3.2%)	2(3.2%)	2.02	0.820
My principal models service to inspire others through his/her behavior, attitude and values	15(24.2%)	40(64.5%)	4(6.5%)	1(1.6%)	2(3.2%)	1.95	0.818
My principal goes out of his/her way to me et the needs of the employees	14(22.6%)	37(59.7%)	8(12.9%)	1(1.6%)	2(3.2%)	1.98	0.764

Seven statements were developed to measure the extent of influence of inspirational motivation and implementation of the projects. The statements were, My principal express with a few simple words what we could and should do, My principal provide appealing images about what we can do, My principal help others find meaning in their work, My principal inspire me to be a leader, My principal often work with the best interest of others other than self, My principal models service to inspire others through his/her behavior, My principal goes out of his/her way to meet the needs of employees. Statements (1), My principal express with a few simple words what we could and should do, had a score of 2.40 and a standard deviation of 0.799. This results indicate that a majority 28(45.2%) principals agreed they express with a few simple words what we could and should do, that this was followed by a score of 7(11.3%) who strongly agreed and the score was lowest at 5(8.1%) who disagreed, Statement (2) My principal provide appealing images about what we can do had a score of 2.06 and a standard deviation of 0.5697. This results indicate that a majority 46(74.2%) of BOM agreed their principal provided appealing images about what they can can do, this was followed by a score of 7(11.3%) who strongly agreed and the score was lowest at 2(3.2%) who disagreed, Statement (3), My principal help others

find meaning in their work had a mean of 2.08 and a standard deviation of 0.775. This results indicate that a majority 39(62.9%) of principal help others find meaning in their work, that th was followed by a score of 11(317.7%) who strongly agreed and the score was lowest at 1(1.6%) who disagreed. Statement (4) My principal inspire me to be a leader had a mean of 2.08 and a standard deviation of 0.795.This results indicate that a majority 37(59.7%) of principals agreed they inspire others to be leaders, this was followed by a score of 12(19.4%) who strongly agreed and the score was lowest at 1(1.6%) who disagreed.Statement (5) My principal often work with the best interest of others other than self had a score of 2.02 and a standard deviation of 0.820. This results indicate that a majority 43(69.4%) often work with the best interest of others other than self, this was followed by a score of 12(19.4%) who strongly agreed and the score was lowest at 1(1.6%) who disagreed, Statement (6) My principal models service to inspire others through his/her behavior had a score of 1.95 and a standard deviation of 0.818. This results indicate that a majority 40(64.5%) agreed they models service to inspire others through his/her behavior, this was followed by a score of 15(24.2%) who strongly agreed and the score was lowest at 2(3.2%) who disagreed.Statement (7) My principal goes out of his way to meet the needs of employees, had a score of 1.98 and a standard deviation of 0.764.

This results indicate that a majority 37(59.7%) of BOM agreed their principal goes out of their way to meet the needs of employees, this was followed by a score of 14(22.6%) who strongly agreed and the score was lowest at 1(1.6%) who were neutral. Statement 1 (My principal express with a few simple words what we could and should do) had the highest score of 2.40 and standard deviation was 0.799. This result indicate that 28 (45.2%) of BOM agreed that their principals expressed with a few simple words what they could and should do), this was followed by statement 2 (My principal inspire me to be a leader), with a score of 2.08 and standard deviation was 0.775. This result indicate that majority 39 (62.9%) of BOM agreed that their principal inspire them to be leaders, statement 7 sought the opinion of the BOM whether their principal goes out of his way to meet needs of employees, the score was lowest at 1.95 with a standard deviation 0.818, this implies that majority 40(64.5%) of the BOM strongly agreed that their (principal goes out of his way to meet needs of employees). Variability among the Board of management was higher at (σ= 0.799) on statement1, and lower (σ=0.818) for statement 7. This finding is in line with

McColl-Kennedy (2008) who found that transformational leadership has a significant direct influence on members' frustration and optimism using the variable of clear and continuous stimulation. While positive moods (optimism) usually evoke higher reported job satisfaction Connolly and Viswesvaran (2009) or signal a state of satisfaction Ashkanasy (2009) Schwarz and Bohner (2006), it's proposed that transformational leaders' inspirational motivation behaviors will positively influence team members' satisfaction with their leader. The result showed that there was a link between project managers who display inspirational approach and their ability to quickly identify and solve problems with his team ($r = .43$, $p = .000$). The same trend was observed by Keegan and Den Hartog (2009) who further suggested that transformational leadership is relevant to the field of Project Management, but the development of new forms of leadership theories are perhaps required for project managers as line managers appear to have more charismatic influence over followers. Their findings show that the project manager who exercises the transformational leadership behavior of inspirational motivation enjoys project Implementation.

Hypothesis 9:

The study sought to establish the relationship between inspirational motivation and implementation of CDF projects. Pearson correlation coefficient was used to test the relationship between inspirational motivation and implementation of CDF construction projects; this was done at the 95% level of confidence. To test the extent of the relationship between inspirational motivation and implementation of CDF projects several characteristics of inspirational motivation were computed based on the following hypothesis;

H_0: There is no significant relationship between inspirational motivation and implementation of CDF construction projects.

The corresponding mathematical model for the hypothesis was identified as follows:

Implementation of CDF projects = f (Inspirational motivation)

The data that was used to test this hypothesis were obtained from items 1 1nspirational motivation to Inspirational motivation 7 measuring the influence of inspirational

motivation on the implementation of CDF construction projects. Using 95% level of confidence,the null hypothesis, H_0: There is no significant relationship between inspirational motivation and implementation of CDF construction projects was tested .All the p-value under significant 2 tailed in table 4.29 (inspirational motivation1,p-value=0.001, Inspirational motivation 2, p-value=0.012, Inspirational motivation 3, p-value=0.003, Inspirational motivation 4, p-value=0.014, Inspirational motivation 5, p-value=0.003, Inspirational motivation 6, p-value=0.027, Inspirational motivation 7 p-value=0.002 were all less than α=0.05) implying that there is a significant relationship between inspirational motivation and implementation of CDF projects leading to a rejection of the null hypothesis. The decision criterion used was that any P-value less than the threshold of α=0.05 would be considererd significant and subsequently lead to the rejection of the null hypothesis or fail to reject the null hypothesis when the P-value obtained is greater than the threshold of α=0.05. The results obtained are indicated in Table 4.29

Table 4.28: Correlations Inspirational motivation and Implementation of CDF projects.

Variable		***Number of CDF projects implemented***
Inspirational motivation1	*Pearson Correlation*	*.459.*
	Sig. (2-tailed)	*.001.*
	N	*62*
Inspirational motivation2	*Pearson Correlation*	*.534*
	Sig. (2-tailed)	*.012.*
	N	*62*
Inspirational motivation3	*Pearson Correlation*	*.561***
	Sig. (2-tailed)	*.003*
	N	*62*
Inspirational motivation4	*Pearson Correlation*	*.309**
	Sig. (2-tailed)	*.014*
	N	*62*
Inspirational motivation5	*Pearson Correlation*	*.215*
	Sig. (2-tailed)	*.003*
	N	*62*
Inspirational motivation6	*Pearson Correlation*	*.281**
	Sig. (2-tailed)	*.027*
	N	*62*
Inspirational motivation7	*Pearson Correlation*	*.391***
	Sig. (2-tailed)	*.002*
	N	*62*

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

**. Correlation is significant at the 0.05 level (2-tailed).*

The correlation output table shows that all the inspirational motivation were statistically significant (P<0.05) against the three indicators of project implementation, similarly there was relatively moderate degree of positive correlation exhibited between the various bivariate variables implying that the more the BOM employ inspirational motivation styles of leadership the more the projects were implemented and become operational within time and cost stipulated. The small p-values (p<0.05) implies that there is a significant relationship among the variables leading to rejection of the null hypothesis. The small p-values indicated under sig.(2-tailed) in Table 4.29 were less than the standard p=0.05 and hence the research finding conclude that there is a significant relationship between inspirational motivation style of leadership and Implementation of CDF construction projects this is in similar vein with Turner and Muller (2008) who observed that project managers who exercise inspirational motivation enjoys project implementation. Turner and Muller (2008) study on the project manger's leadership style as a success factor on project's using survey design and evaluative quantitative analysis method found that inspiring leadership involved instilling pride in individuals and units, using motivational talks, setting examples of what is expected, and building confidence and enthusiasm thus enhancing successful Implementation of projects however the variables of enthusiasm and optimism, and clarity of stimulation were not tackled. This is also in agreement with studies by Graetz (2009) on project implementation and strategic change leadership in inclusive settings using descriptive survey which concluded that certain leadership behaviors to be important to transformational leadership for educational project managers were inspiring, social supporting, and enabling.

4.7.2 Inspirational motivation and implementation of CDF construction projects.

Inspirational motivation clearly communicates the organizational goals and visions subsequently motivating and inspiring the team to ensure its full realization potentially.It was important to get information on Inspirational motivation and Implementation of CDF projects to find out if the teachers ascertained that the principlas used this transformational leadership which develops competence,stimulate thinking to generate innovative ideas.This was the fourth objective that the study sought to achieve. The respondents were requested to respond to the statements in likert scale of 1-5 where 5=strongly agree,

4=Agree, 3=Neutral, 2=Disagree, 1=strongly disagree. Table 4.30 provides the measures of central tendencies and dispersion of teachers responses on Intellectual stimulation and implementation of CDF projects.

Table 4.29: Inspirational motivation and Implementation of CDF construction projects.

STATEMENT FOR TEACHERS RESPONSES	SA	A	N	D	SD	Mean	Std.Dev.
My principal express with a few simple words what we could and should do	105(28.5%)	204(55..3%)	38(10.3%)	15(4.1%)	7(1.9%)	1.93	0.806
My principal provide appealing images about what we can do	98(26.6%)	195(52.8%)	57(15.4%)	16(4.3%)	3(0.8%)	1.98	0.789
My principal help others find meaning in their work	104(28.2%)	189(51.2%)	56(15.2%)	13(3.5%)	7(1.9%)	1.98	0.838
My principal inspire me to be a leader in the future	122(33.1%)	162(43.9%)	57(15.4%)	21(5.7%)	7(1.9%)	1.97	0.905
My principal often work with the best interest of others rather than self	105(28.5%)	179(48.5%)	58(15.7%)	19(5.1%)	8(2.2%)	2.02	0.882
My principal models service to inspire others through his/her behavior, attitude and values	97(26.3%)	186(50.4%)	59(16.0%)	17(4.6%)	10(2.7%)	2.04	0.873
My principal goes out of his/her way to me et the needs of the employees	111(30.1%)	178(48.2%)	49(13.3%)	19(5.1%)	12(3.3%)	2.00	0.920

Seven statements were developed to measure the extent of influence of inspirational motivation and implementation of the projects. The statements were, My principal express with a few simple words what we could and should do, My principal provide appealing images about what we can do, My principal help others find meaning in their work, My principal inspire me to be a leader, My principal often work with the best interest of others other than self, My principal models service to inspire others through his/her behavior attitude and value, My principal goes out of his/her way to meet the needs of employees. Statements (1), my principal express with a few simple words what we could and should do, had a mean of 1.93 and a standard deviation of 0806. This results indicate that a majority 204(55.3%) of teachers agreed their principals express with a few simple words what we could and should do, this was followed by a score of 105(28.5%) who strongly agreed and the score was lowest at 7(1.9%) who disagreed, Statement (2) My principal

provide appealing images about what we can do had a mean of 1.98 and a standard deviation of 0.787.

This results indicate that a majority 195(52.8%) of teachers agreed their princcpal provide appealing images about what they can do, that this was followed by a score of 98(26.6%) who strongly agreed and the score was lowest at 3(0.8%) who disagreed, Statement (3), My principal help others find meaning in their work had a score of 1.98 and a standard deviation of 0.838. This results indicate that a majority 189(51.2%) of teachers agreed that their principal help others find meaning in their work, this was followed by score of 98(26.6%) of teachers who strongly agreed and the mean was lowest at 7(1.9%) who disagreed.Statement (4) My teacher inspire me to be a leader had a score of 1.97 and a standard deviation of 0.905. This results indicate that a majority 162(43.9%) of teachers agreed their principal inspire others to be leaders , this was followed by a score of 122(33.1%) who strongly agreed and the score was lowest at 7(1.9%) who disagreed. Statement (5) My principal often work with the best interest of others other than self had a score of 2.02 and a standard deviation of 0.820.This results indicate that a majority 179(48.5%) of teachers agreed their principal often work with the best interest of others other than self,this was followed by a score of 105(28.5%) who strongly agreed and the score was lowest at 8(2.02%) who disagreed,Statement (6) My principal models service to inspire others through his/her behavior had a score of 2.04 and a standard deviation of 0.873. This results indicate that a majority 186(50.4%) of teachers agreed they models service to inspire others through his/her behavior, this was followed by a score of 97(26.3%) who strongly agreed and the score was lowest at 10(2.7%) who disagreed.Statement (7) My principal goes out of my way to meet the needs of employees, had a score of 2.00 and a standard deviation of 111(30.1).

This results indicate that a majority 178(48.2%) of teachers agreed their principal go out of their way to meet the needs of employees, this was followed by a score of 111(30.1%) who strongly agreed and the mean was lowest at 12(3.3%) who were neutral. Statemnet 6 (My principal models services to inspire others through his/her behaviour, attitude and values.) the highest score was 2.04 and standard deviation was 0.873. This result indicate that 186 (50.4 %) of teachers agreed that their principals models services to inspire others through

his/her behaviour, attitude and values, this was followed by statement 5 (My principal often work with the best interest of others rather than self), with a score of 2.02 and standard deviation was 0.882. This result indicate that majority 179(48.5%) of teachers agreed that their principal often work with the best interest of others rather than self. Statement 1 sought the opinion of the teachers whether their principal express with a few simple words what we could and should do,the score was lowest at 1.93 with a standard deviation 0.806, this implies that majority 204(55.3%) of the teachers strongly agreed that their principal express with a few simple words what they could and should do.Variability among the teachers themselves was higher (σ= 0.873) on item 6, and lower (σ=0.806) for statement 1.Keegan and Den Hartog (2009) further suggested that transformational leadership is relevant to the field of Project Management, but the development of new forms of leadership theories are perhaps required for project managers as line managers appear to have more charismatic influence over followers. Their findings show that the project manager who exercises the transformational leadership behavior of inspirational motivation enjoys project Implementation. Turner and Muller (2008) study on the project manger's leadership style as a success factor on project's using survey design and evaluative quantitative analysis method found that inspiring leadership involved instilling pride in individuals and units, using motivational talks, setting examples of what is expected, and building confidence and enthusiasm thus enhancing successful Implementation of projects however the variables of enthusiasm and optimism, and clarity of stimulation were not tackled .

Hypothesis 10:

The study sought to establish the relationship between inspirational motivation and implementation of CDF construction projects. Pearson correlation coefficient was used to test the relationship between inspirational motivation and implementation of CDF projects; this was done at the 95% level of confidence. To test the extent of the relationship between inspirational motivation and implementation of CDF projects several characteristics of inspirational motivation were computed based on the following hypothesis;

H_0: There is no significant relationship between inspirational motivation and implementation of CDF projects

The corresponding mathematical model for the hypothesis was identified as follows:

Implementation of CDF construction projects = f (Inspirational motivation)

The data that was used to test this hypothesis were obtained from statement 1 IM to 7 IM measuring the influence of inspirational motivation on implementation of CDF construction projects. Using 95% level of confidence,the null hypothesis, H_0 : There is no significant relationship between inspirational motivation and implementation of CDF construction projects was tested .All the p-value under significant 2 tailed in table 4.31 (inspirational motivation1, p-value=0.023, Inspirational motivation 2, p-value=0.031, Inspirational motivation 3, p-value=0.000, Inspirational motivation 4, p-value=0.000, Inspirational motivation 5, p-value=0.000, Inspirational motivation 6, p-value=0.000, Inspirational motivation 7 p-value=0.000 were all less than α=0.05) implying that there is a significant relationship between inspirational motivation and implementation of CDF projects leading to a rejection of the null hypothesis. The decision criterion used was that any P-value less than the threshold of α=0.05 would be considererd significant and subsequently lead to the rejection of the null hypothesis or fail to reject the null hypothesis when the P-value obtained is greater than the threshold of α=0.05. The results obtained are indicated in Table 4.31.

Table 4.30: Correlations of Inspirational motivation and Implementation of CDF construction projects.

Variable		*Number of CDF projects implemented*
inspirational motivation1	*Pearson Correlation*	*.345*
	Sig. (2-tailed)	*.023.*
	N	*369*
inspirational motivation2	*Pearson Correlation*	*.423*
	Sig. (2-tailed)	*.031.*
	N	*369*
inspirational motivation3	*Pearson Correlation*	*.338***
	Sig. (2-tailed)	*.000*
	N	*369*
inspirational motivation4	*Pearson Correlation*	*.287***
	Sig. (2-tailed)	*.000*
	N	*369*
inspirational motivation5	*Pearson Correlation*	*.287***
	Sig. (2-tailed)	*.000*
	N	*369*
inspirational motivation6	*Pearson Correlation*	*.307***
	Sig. (2-tailed)	*.000*
	N	*369*
inspirational motivation7	*Pearson Correlation*	*.197***
	Sig. (2-tailed)	*.000*
	N	*369*

**. Correlation is significant at the 0.05 level (2-tailed).*
***. Correlation is significant at the 0.01 level (2-tailed).*

The correlation output table shows that all the inspirational motivation were statistically significant (P-values under significant 2-tailed were all less than α=0.05) against implementation of CDF projects, similarly there was relatively high degree of positive correlation exhibited between the various bivariate variables implying that the teachers observed that the more the principals employ inspirational motivation styles of leadership the more the projects were implemented and became operational within time and cost stipulated.. The small p-values under significant (2-tailed) indicated in Table 31 were all less than the threshold α=0.05,impliying that there is a significant relationship among the variables leading to rejection of the null hypothesis (H_0 : There is no significant relationship between inspirational motivation and implementation of CDF construction projects) and acceptance of the alternative hypothesis and hence the research finding concluded that there is a significant relationship between inspirational motivation styles of leadership and CDF projects implementation this finding is in agreement as per the views of Ashkanasy (2009), Schwarz and Bohner (2006) who proposed that transformational leaders inspirational motivation behaviours will positively influence team members satisfaction with their leader. Inspirational motivation has been found to increase employee motivation and satisfaction in a project setting, and to improve cognitive, affective, and,

motivational outcomes in project setting (Bolkan & Goodboy, 2009, Gooty, Gavin, Johnson, Frazier, & Snow, 2009).

Bhatt (2008) looking on Critical success factors for the implementation of enterprise resource planning empirical validation in South Africa found that transformational leaders work toward communicating project priorities and goals to team members in an attempt to provide a sense of overall purpose, as well as have high expectations for team members to be innovative and encourage them to reflect on what they are trying to achieve. Another study by Krahn and Harterman (2006) on important leadership competencies for project managers.The fit between competencies and project success, using OLS multi-regression model observed that transformational leaders are said to be inspiring by generating excitement and confidence but they did not address the variable enthusiasm and optimism. A study by Nutt (2008) on tactics of implementing Approaches for projects using hypothesis showed that inspirational motivation had significant positive effect on project Implementation. Followers are inspired to perform better than expected, and often put more effort into their work than is expected (Anderson, 2008).

4.7.3 Descriptive statistics on the indicators of the dependent variable (implementation of CDF projects)

The study sought to establish out from the principals on the most appropriate number of projects that have been implemented within stipulated budget. The respondents were requested to respond to the following numbers of projects; 1= none, 2=one, 3=two, 4= three and 5 = four and above projects implemented within stipulated budjet. Table 4.32 provides the corresponding frequencies, measures of central tendencies and dispersion of principals' responses on implementation of CDF projects within stipulated budget.

Table 4.31: Number of projects that have been implemented within stipulated budjet in your school .

Frequency		Percent	Cumulative Percent	Mean	Standard deviation
NONE	7	11.5	11.5	2.49	0.760
ONE	20	32.5	44.0		
TWO	31	50.8	94.8		
THREE	3	5.2	100.0		
TOTAL	**61**				

The results indicates that majority 31(50.8%) of the principals were of the opinion that two projects had been implemented in their schools within stipulated budget. This was followed by 20(32.5%) of the principals who felt that one project had been implemented within stipulated budget, 7(11.5%) responded that none of the project have been implemented and only 3(5.2%) gave a response of three projects having been implemented within stipulated budget. The mean was 2.49 and variability of the responses around the mean was .760, this mean, was the highest among the three indicators of the implementation of CDF projects.This implied that implementation of the projects were done within the the project parameters this is in line with the views of Khosfari (2012) who observed that success measurement model for construction projects should be within the three parameters of projects.

The study sought to find out from the principals on the most appropriate number of projects that have been implemented and are operational in their schools. The respondents were requested to respond to the following numbers of projects; 1= none, 2=one, 3=two, 4= three and 5 = four and above projects implemented and are operational in their schools. Table 4.33 provides the corresponding frequencies, measures of central tendencies and dispersion of principals' responses on implemented CDF projects operational in their schools

Table 4.32: Number of projects that have been implemented and are operational in your school

Years Range Frequency		Percent	Cumulative Percent	Mean	Standard deviation
	8	13.1	13.1	2.02	0.532
ONE	44	72.1	85.2		
TWO	9	14.8.	100.0		
TOTAL	**61**				

The results indicates that majority 44(72.1%) of the principals were of the opinion that of projects that had been implemented in their schools only one was operational. This was followed by 9(14.8%) of the principals who felt that two projects were operational since implementation of the projects, 8(13.1%) responded that none of the projects that had been implemented was operational and only 3(5.2%) gave a response of three projects having been implemented within stipulated budget. The mean was 2.02 and variability of the responses around the mean was .532, this was the least among the three indicators of the implementation of CDF projects. This implied that operational of the projects were done within the the project parameters this is in line with the views of Khosfari(2012) who observed that success measurement model for construction projects should be within the three parameters of projects.

The study sought to find out from the principals on the most appropriate amount of time used to meet key objectives in their schools. The respondents were requested to respond to the following numbers of years; 1= less than a year, 2=one to two years, 3=three to four years, 4= five years and above appropriate for meeting key objectives in their schools. Table 4.34 provides the corresponding frequencies, measures of central tendencies and dispersion of principals' responses on implemented CDF projects operational in their schools.

Table 4.33: Most appropriate amount of time used to meet key objectives for milestone.

Years Range		Frequency	Percent	Cumulative Percent	Mean	Standard deviation
	1-2 years	17	27.9	27.9	2.74	0.480
	3-4 years	43	70.5	98.4		
	5 years and above	1	1.6	100.0		
	Total	**61**	**100.0**			

The results indicate that majority 43(70.5%) of the principals were of the opinion that the amount of time used to meet key objectives were 3-4 years, this was followed by 17(27.9%) of the principals who felt that the amount of time taken to meet key objectives was 1-2 years, 1(1.6%) responded that the amount of time taken to meet key objectives was 5 years and above. The mean was 2.74 and variability of the responses around the mean was .480, this was the least among the three indicators of the implementation of CDF projects

Finding the extent to which each of the independent variables influence the dependent variable through simple linear regression model. The study sought to establish out whether there is a moderating influence of conflict resolution on Idealized behavior and implementation of CDF construction projects, the research hypothesis were,

H_0: There is no significant relationship between idealized behavior and implementation of CDF construction projects.

Implementation of CDF construction projects = f (Idealized behavior, random error)

$Y_j=\beta_0+\beta_1 X_1+\varepsilon_i$

At the first step in stepwise regression modeling, idealized behavior leadership style were excluded leaving conflict resolution as the only predictor variable (self scoring) of implementation of CDF projects. The output Tables obtained were;

Table 4.34: Model Summary of project Implementation on transformational leadership and conflict resolution .

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	*.373[a]*	*.139*	*.109*	*.830*

a. Predictors: transformational leadership & conflict resolution

b. Dependent variable:projects implementation

ANOVA[b] of project Implementation on transformational leadership and conflict resolution

Model		*Sum of Squares*	*Df*	*Mean Square*	*F*	*Sig.*
1	*Regression*	*6.452*	*2*	*3.226*	*4.688*	*.013[a]*
	Residual	*39.909*	*59*	*.688*		
	Total	*46.361*	*61`*			

a. Predictors: transformational leadership & conflict resolution

b. Dependent variable: projects implementation

Coefficients[a] of project Implementation on transformational leadership and conflict resolution.

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*T*	*Sig.*
		B	*Std. Error*	*Beta*		
1	*(Constant)*	*2.328*	*.513*		*4.535*	*.000*
	idealized behaviour	*-.427*	*.195*	*-.271*	*-2.194*	*.032*
	self scoring	*.374*	*.216*	*.214*	*1.734*	*.088*

a. Predictors: transformational leadership & conflict resolution

b. Dependent variable: projects implementation

By substituting the beta values as well as the constant term, model 1 obtained was Y_j=2.328+ .374X_5, based on the beta values of model 1, it can be concluded that conflict resolution (X_5) contributed 13.9% of the model. From the F value = 4.688 with P value 0.013 (P≤ 0.05) level of significance, it can be 95% concluded that conflict resolution predicted implementation of CDF construction projects (Y). The R value of the model was 3.74 % implying that although conflict resolution predicted implementation of CDF projects, at 3.74%, idealized behavior, was very weak predictor of implementation of CDF

projects on its own. When Idealized behavior was interacted with the Conflict resolution, the model obtained was, $Y_j=2.328+ .374X_5 -0.427X_1$, implying that Idealized behavior negatively influenced implementation of CDF projects, hence the null hypothesis was rejected and alternative hypothesis accepted and hence concluded that the strength of the relationship between idealized behavior and implementation of CDF construction projects depend on conflict resolution.

This is not in line as per the views of Watts and Scriverer (2007) as cited in Weddikkwa (2009) who 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 (2008) suggest that team members are better able to negotiate and effectively handle their conflicts with transformational leaders.Semple (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. Unlike this study that noted that idealized behavior and implementation of CDF projects depend on conflict resolution, Watts and Scriver (2007) as cited by Weddikwa specifically addressed the aspect of accommodation conflict management stratedy.

The study sought to find out whether there is a moderating influence of conflict resolution on individualized consideration and implementation of CDF projects, the research hypothesis was.

H_0: The strength of the relationship between individualized consideration and implementation of CDF construction projects does not depend on conflict resolution

Implementation of CDF construction projects = *f* (individualized consideration, random error)

$Y_j=\beta_0+\beta_2X_2+\varepsilon_i$

At the first step in stepwise regression modeling, individualized consideration was excluded leaving conflict resolution as the only predictor variable of implementation of CDF construction projects. The output tables obtained were,

Table 4.35: Model Summary of project Implementation on transformational leadership and conflict resolution .

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	*.356[a]*	*.127*	*.097*	*.835*

a.Predictors:, transformational leadership &conflict resolution

b. Dependent Variable: projects implementation

ANOVA[b] of project Implementation on transformational leadership and conflict resolution

Model		*Sum of Squares*	*Df*	*Mean Square*	*F*	*Sig.*
	Regression	*5.875*	*2*	*2.937*	*4.208*	*.020[a]*
	Residual	*40.486*	*59*	*.698*		
	Total	*46.361*	*61*			

Coefficients[a] of project Implementation on transformational leadership and conflict resolution .

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*T*	*Sig.*
		B	*Std. Error*	*Beta*		
1	*(Constant)*	*2.150*	*.480*		*4.481*	*.000*
	self scoring	*.433*	*.214*	*.248*	*2.020*	*.048*
	idividual consideration	*.390*	*.197*	*-.243*	*-1.980*	*.052*

a. Predictors:transformational leadership &conflict resolution

b. Dependent Variable: projects implementation

By substituting the beta values as well as the constant term, model 1 obtained was Y_j=2.150+ .433X_5, based on the beta values of model 1, it can be concluded that conflict resolution (X_5) contributed 12.7% of the model. From the F value = 4.208 with P value 0.048 ($P \leq 0.05$) level of significance, it can be 95% concluded that conflict resolution predicted implementation of CDF projects (Y). The R value of the model was 3.56 % implying that although conflict resolution predicted implementation of CDF projects, at

3.56%, it was very weak predictor of implementation of CDF construction projects on its own. When individual consideration was interacted with the Conflict resolution, the model obtained was;

$Y_j=2.150+ .433X_5 +0.390X_2$ implying that Individualized consideration positively influenced implementation of CDF projects, since conflict resolution moderated Individualized consideration in the determination of implementation of CDF construction projects, the null hypothesis was rejected and alternative hypothesis accepted and hence concluded that the strength of the relationship between Individualized consideration and implementation of CDF construction projects depend on conflict resolution.

The study sought to find out whether there is a moderating influence of conflict resolution on intellectual stimulation and implementation of CDF projects, the research hypothesis was,

H_0: The strength of the relationship between intellectual stimulation and implementation of CDF construction projects does not depend on conflict resolution.

Implementation of CDF construction projects = f (intellectual stimulation, random error)

$Y_j=\beta_{0+}\beta_3X_{3+}\varepsilon_i$

At the first step in stepwise regression modeling, intellectual stimulation were excluded leaving conflict resolutions as the only predictor variable of implementation of CDF projects. The output tables obtained were;

Table 4.36: 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

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

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

By substituting the beta values as well as the constant term, model 1 obtained was Y_j=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≤ 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 construction projects, the null hypothesis was rejected and intellectual stimulation alternative hypothesis accepted and hence concluded that the strength of the relationship between intellectual and Implementation of CDF construction projects depend on conflict resolution. These findings were supported by qualitative data and this is what the principal had to say on transformational leadership and Conflict Resolution on implementation of CDF construction Projects." My role as a project manager comes with dealing with all kinds of conflicts with different level of emotional involment. I spent so much time on resolving these isues, being able to resolve conflict efficiently becomes essential for the project manager. Time, cost, and quality are three major measures of value for project. If conflicts can be managed proffessionaly and effectively during the project process, it will have a positive effect on these measure of value.

The study sought to find out whether there is a moderating influence of conflict resolution on inspirational motivation and implementation of CDF construction projects, the research hypothesis was,

H_0: The strength of the relationship between inspirational motivation and implementation of CDF projects does not depend on conflict resolution

Implementation of CDF construction projects = f (inspirational motivation, random error)

$Y_j=\beta_0+\beta_4X_4+\varepsilon_i$

At the first step in stepwise regression modeling, inspirational motivation was excluded leaving conflict resolutions as the only predictor variable of implementation of CDF construction projects. The output Tables obtained were,

Table 4.37: Model Summary of project Implementation on transformational leadership and conflict resolution.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.264[a]	.070	.037	.862

a. Predictors: transformational &conflict resolution

b. Dependent variable:projects Implementation

ANOVA[b] of project Implementation on transformational leadership and conflict resolution .

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.225	2	1.612	2.168	.012
	Residual	43.136	59	.744		
	Total	46.361	61			

a. Predictors: transformationa leadership &conflict resolution

b. Dependent Variable: projects implementation

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

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.547	.403		3.841	.000
	self scoring	.468	.225	.269	2.082	.042
	inspirational motivation	-.053	.157	-.044	-.339	.736

a. Predictor: transformational leadership & conflict resolution.

b.Dependent Variable: projects implementation

By substituting the beta values as well as the constant term, model 1 obtained was Y_j=1.547+ .468X_5, based on the beta values of model 1, it can be concluded that conflict resolution (X_5) contributed 7% of the model. From the F value = 2.168. With P value= 0.012 (P≤ 0.05) level of significance, it can be 95% concluded that conflict resolution predicted implementation of CDF construction projects (Y). The R value of the model was 2.67 % implying that although conflict resolution predicted implementation of CDF construction projects, at 2.67%, it was very weak predictor of implementation of CDF construction projects on its own. When inspirational motivation was interacted with Conflict resolution, the model obtained was, Y_j=1.547 + .468X_5 -0.053X_4, implying that

inspirational motivation negatively influenced implementation of CDF construction projects, since conflict resolution moderated inspirational motivation in the determination of implementation of CDF construction projects, the null hypothesis was rejected and inspirational motivation alternative hypothesis accepted and hence concluded that the strength of the relationship between transformational leadership and implementation of CDF construction projects depend on conflict resolution. This finding is not in the same wave line with, Diekmann and Nelson (2009), Semple (2008), who 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 as 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.

Regression analysis

Multiple regression models was used to establish the combined moderating influence of conflict resolution on the relationship of transformational leadership and implementation of CDF construction projects.Based on Gay (2003) it was developed into multiple population regression model as follows:

$$Y=\beta_{0+}\beta_1X_{1+}\beta_2X_2+\beta_3X_{3+}\beta_4X_{4+}\ \beta_5X_{5+}\varepsilon_i$$

Implementation of CDF construction projects = f (Transformational leadership, conflict resolution) therefore in this objective, multiple linear regression was performed to determine the best linear combination of transformational leadership styles, conflict resolution and implementation of CDF projects.

Implementation of CDF construction projects = $\beta_0 + \beta_1$ * Idealized influence $+\beta_2$* Individualized consideration + β_3* Intellectual stimulation + β_4 * Inspirational Motivation + β_5* conflict resolution Model error

Where βj (j= 0, 1, 2…n) are the population's regression coefficients for each independent variable X_i

β_0- Population's regression constant, X_i – The potential predictors, ε -is the Model error variable. The indicators of conflict resolution were competing, collaborating, compromising, avoiding, accommodating

Based on the model above the researcher hypothesized that:

$H5_0$: The five predictors will not significantly explain the variance in the implementation of CDF construction projects.

The results of the multiple regression model obtained were as illustrated on Table 4.39,

Table 4.38: Model Summary of project Implementation on transformational leadership and conflict resolution .

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
2	*.457[b]*	*.209*	*.182*	*.795*

a. Predictors: transformational leadership & conflict resolution

b. Dependent Variable: projects implementation

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

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

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 first regression output table (model summary), includes information about the quantity of variance that is explained by the predictor variables (independent variables). The first statistic, R, is the multiple correlation coefficients between all of the predictor variables and the dependent variable (implementation of CDF construction projects). In this model, the 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, R^2 (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 "R-Square" tell us 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 example, the "Adjusted R-Square" shows that 18.2% of the variance was explained.

The second table 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 to zero (or whether the R square proportion of variance in the dependent variable accounted by the predictors equal to zero). The results of ANOVA suggest that the predictor variable not excluded from the model (intellectual stimulation and 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. 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, implementation of CDF construction projects will increase by .525. From the regression output Table 4.39 the multiple regression linear model is $Y= 2.287 -.517 .X_{1+} 0.525 X_{2.}$

This finding is in agreement with Kezsborn (2010) who 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 however he did not address the aspect of avoiding style. Adittionaly, 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 number of authors such as

Langford (2009), Walker (2009), Fenn and Gameson (2009), Ambrose and Tucker (2010), Kumaraswamy (2008), Loosemore (2011), Harmon (2009), Ankrah and Langford (2009) contend that, in a project environment, conflict is an inevitable by product of the organizational activities. Langford, Kennedy, and Sommerville (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. 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. Blake and Mouton as cited in Cheung and Chuah (2009) identified the five classical main modes or methods of resolving or handling conflicts as avoiding, accommodating, competing collaborating, compromising.

Thamhain and Wilemon as cited in Cheung and Chuah (2009) found that different modes of conflict resolution might lead to either positive or negative consequences to conflict management.Additionaly, he echoed that an avoiding approach may intensify the conflict in future as it is neglected and left unresolved, he added that the compromising approach can generate resolutions that satisfy to some degree to both conflicting parties, but most probably may not be the optimal ones however unlike the findings of this study,the collaboration approach was found to be the most effective solution in handling conflicts (Cheung and Chuah, 2009).

Further the findings of this study is in disagreement with Watts and Scriverer (2007) as cited in Weddikkwa (2009) who 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. Further the study is not in line with Semple (2008) who suggests that team members are better able to negotiate and effectively handle their conflicts with transformational leaders. Semple (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. A further study by Baker (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 thus in disagreement with this findings. Consequently, the findings of this study is not on the same wave line to a study involving the engineering group of a large utility in western Canada carried out by Baker (2011). This study was, questionnaire driven, it focused on the approach of effective and ineffective project managers. It was distilled from 135 project 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, and avoidance similar to those suggested by Blake and Mouton(2011) and Rahim(2008) . He adds that 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 2011).

4.8 Comparison of the analysis for the three respondents.

4.8.1 Comparison of the analysis of the three respondents on objective 1: Idealized behaviour and implementation of projects.

The researcher sought to compare the analysis for the three respondents to find out if the views of the respondents were in correlation.

Objective 1: Idealized behaviour and implementation of projects. The results indicate that all the three respondents were of different opinion. For the principals item No.5 (never sets a personal example as far as high standards are concerned) had a mean of 2.38 and a standard deviation of 1.427, implying that out of the 61 principals a majority 28(45.9%) disagreed that they never set a personal example as far as standards are concern. For the Board of management, item 9 (My principal models for others how to improve organizational productivity had a mean of 2.05 and a standard deviation 0.612, implying that out of 62 BOM 32(51.6%) were of the opinion that the principals models for others

how to improve organizational productivity. For the teachers item 1 (My principal make others to feel good to be around me) had a mean of 1.90 and a standard deviation of 0.720. This implies that idealized behavior was ideal transformational leadership style for principals in implementation of CDF construction projects, implying that the more the principals employ idealized behavior styles of leadership the more the projects were implemented and were operational within stipulated time and cost.

4.8.2 Comparison of the analysis of the three respondents on objective 2 Individual considerations and implementation of CDF construction projects.

The researcher sought to compare the analysis for the three respondents to find out if their is correlation on the respondents.

Objective 2 Individual consideration and implementation of projects .The results indicate that all the three respondents were of the same opinion. For the principals item No.5 (I do not feel a strong sense of belonging to my school) had a mean of 2.50 and a standard deviation of 1.513, implying that out of the 61 principals a majority 21(34.4%) strongly disagreed that they were not of the opinion that they do not feel a strong sense of belonging to their school.. For the Board of management, item 5 (My principal do not feel a strong sense of belonging to my school) had a mean of 2.81 and a standard deviation 1.389, implying that out of 62 BOM 29(46.7) were not of the opinion that the principals do not feel a sense of belonging to their school. For the teachers item 5 (My principal do not feel a strong sense of belonging to my school) had a mean of 1.90 and a standard deviation of 0.720 implying that they were not of the opinion that the principal do not feel a strong sense of belonging to their school. This implied that individual consideration was an ideal transformational leadership behavior implying that the more the principals employ individualized consideration styles of leadership the more the projects were implemented and become operational within stipulated time and cost.

Research objective five in this study established the moderating influence of conflict resolution on the relationship between transformational leadership and implementation of CDF construction projects in public secondary schools in Kisumu County. With the F – statistic value of 7.788, d.f (2, 59) and P-value 0.001 ($P \leq 0.05$) significance level which is

statistically significant. It can be concluded that there is a regression relationship between transformational leadership combined with conflict resolution and implementation of CDF projects.

4.8.3 Comparison of the analysis of the three respondents on objective 3: Intellectual stimulation and implementation of CDF construction projects.

The researcher sought to compare the analysis for the three respondents to find out if there is correlation on the respondents.

Objective 3: Intellectual stimulation and implementation of projects. The results indicate that all the three respondents were of different opinion. For the principals item No.4 (I always grant team members the opportunity to utilize their talents, skills and resources) had a mean of 1.80 and a standard deviation of 0.732, implying that out of the 61 principals a majority 35(57.4%) were of the opinion that they granted team members the opportunity to utilize their talents, skills, and resources . For the Board of management, item 2 (My principal invest considerable time and energy in equipping team members) had a mean of 2.10 and a standard deviation 0.793, implying that out of 62 BOM 37(59.7) were of the opinion that the principals invested considerable time and energy in equipping team members. For the teachers item 3 (My principal gave personal attention to others who seem rejected) had a mean of 2.12 and a standard deviation of 0.914, implying that out of 178(48.2) were of the opinion that the principals give personalized attention to others who seem rejected.This implied that intellectual motivation was an ideal transformational leadership behaviour implying that the more the principals employed intellectual stimulation styles of leadership the more the projects were implemented and become operational within stipulated time and cost.

4.8.4 Comparison of the analysis of the three respondents on objective 4: Inspirational motivation and implementation CDF construction projects.

The researcher sought to compare the analysis for the three respondents to find out if there was correlation on the respondents.

Objective 4: Inspirational motivation and implementation of CDF construction projects. The results indicate that two respondents the principals and the Board of management were of same opinion although the teachers had a different view. For the principals item No.1 (I expressed with a few simple words what we could and should do) had a mean of 1.97 and a standard deviation of 0.780, implying that out of the 61 principals a majority 33(54.2%) were of the opinion that they expressed with a few simple words what we could and should do. For the Board of management, item 1 (My principal express with a few simple words what we could and should do) had a mean of 2.40 and a standard deviation 0.799, implying that out of 62 BOM 28(45.2) expressed with a few simple words what they could and should do. For the teachers item 6(My principal models service to inspire others through his/her behaviour, attitude and values) had a mean of 2.04 and a standard deviation of 0.873, implying that out of 186(50.4) were of the opinion that the principals expressed with a few simple words what we could and should do. This implied that inspirational motivation was an ideal transformational leadership style, implying that the more the principals employed inspirational motivation styles of leadership, the more the projects were implemented and become operational within stipulated time and cost.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings, conclusions and recommendations. The summary of the findings for each hypothesis were presented. The conclusions presented in this section were guided by the research objectives and informed by the findings, analysis, interpretation and discussion in the study. Based on the conclusions made, the contribution of the study to knowledge was examined. Recommendations were based on the results for policy and practice as well as suggestions for further research was made.

5.2 Summary of findings

In the testing of the hypothesis in the study, Pearson's product moment correlation and multiple linear regression analysis were employed. In total, five hypotheses were formulated and subsequently tested in the study in order to establish the influence of conflict resolution thereof.

5.2.1 Idealized behavior and implementation of CDF construction projects.

Summatively statement 5 (never sets a personal example as far as standards are concerned had the highest mean (2.38) and standard deviation (1.427). The results indicate that 45.9% of the principals strongly disagreed that they never set a personal example as far as high standards are concerned. In hypothesis $H_{1,}$ (H_0: The strength of the relationship between idealized behavior and implementation of CDF projects does not depend on conflict resolution), it was concluded that the strength of the relationship between idealized behavior and implementation of CDF projects depend on conflict resolution ($P=0.013<P=0.05$),

5.2.2 Individualized consideration and implementation of CDF construction projects

Summatively statement 6 (I do not feel a strong sense of belonging to my school) had the highest mean (2.50) and standard deviation (1.513). The results indicate that 34.4% of the

principals strongly disagreed that they did not feel a strong sense of belonging to the schools. In hypothesis H_2 (H_0: The strength of the relationship between individualized consideration and implementation of CDF construction projects does not depend on conflict resolution), it was concluded that the strength of the relationship between Individualized consideration and implementation of CDF construction projects depend on conflict resolution (P=0.020<P=0.05).

5.2.3 Intellectual stimulation and implementation of CDF construction projects

Summatively statement 4 (I always grant team members the opportunity to utilize their talents, skills and resources) had the highest mean (1.80) and standard deviation (0.732).The results indicate that 57.4% of the principals agreed that they grant team members the opportunity to utilize their talents, skills and resources. In hypothesis $H_{3,}$ (H0: 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 depend on conflict resolution (P=0.001<P=0.05), and similarly in hypothesis

5.2.4 Inspirational motivation and implementation of CDF construction projects

Summatively statement 1 (I express with a few simple words what we could and should do) had the highest mean (1.97) and standard deviation (0.780). The results indicate that 54.2% of the principals agreed that they expressed with a few simple words what we could and should do. In $H_{4,}$ (H_0: The strength of the relationship between inspirational motivation and implementation of CDF projects does not depend on conflict resolution), it was concluded that the strength of the relationship between and implementation of CDF construction projects depend on conflict resolution (P=0.012<P=0.05).

5.2.5 Conflict resolution on transformational leadership and Implementation of CDF construction projects.

The level of significance used was 95% (α= 0.05) and where P< 0.05, Hypothesis five ($H5_0$: The five predictors would not significantly explain the variance in the

implementation of CDF construction projects), was analyzed through multiple linear regression analysis and 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 transformational leadership combined with conflict resolution and implementation of CDF projects. The unstandardized coefficient for conflict resolution is compromising and avoiding, (self scoring 12) 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. The model indicates that without all predictors, implementation of CDF projects will still stand at 2.287.

5.3 Conclusions

This section presents the conclusions for the study. Research objective one in this study examined how idealized behavior influences implementation of CDF construction projects.in public secondary schools in Kisumu County. Eleven items were developed to measure the extent idealized behavior influences implementation of CDF construction projects. The indicators for project implementation was number of projects implemented within buget, operational projects, amount of time used to meet key objective for milestones.

The correlation output table showed that all the idealized behavior characteristics were statistically significant (P<0.05) against the three indicators of project implementation, similarly there was relatively high degree of positive correlation exhibited between the various bivariate variables implying that the more the principals employ idealized behavior styles of leadership the more the projects were implemented and were operational within stipulated time and cost. The small p-values (p<0.05) implies that there is a significant relationship among the variables leading to rejection of the null hypothesis and hence the research findings conclude that there is a significant relationship between idealized behavior and Implementation of CDF construction projects. It was therefore concluded that idealized behavior was ideal transformational leadership style for principals in implementation of CDF construction projects.

Research objective two in this study established how individual consideration influences implementation of CDF construction projects in public secondary schools in Kisumu county.Seven items were developed to measure the extend of the relationship. The correlation output table shows that all the individualized characteristics were statistically significant ($P<0.05$) against the three indicators of project implementation, similarly there was relatively high degree of positive correlation exhibited between the various bivariate variables implying that the more the principals employ individualized consideration styles of leadership the more the projects were implemented and become operational within stipulated time and cost. The small p-values ($p<0.05$) implies that there is a significant relationship among the variables leading to rejection of the null hypothesis and hence the research finding conclude that there is a significant relationship between individualized consideration and implementation of CDF construction projects.

Research objective three in this study determined how intellectual stimulation influences implementation of CDF construction projects in public secondary schools in Kisumu county. The correlation output table shows that all the intellectual stimulation were statistically significant ($P<0.05$) against the three indicators of project implementation, similarly there was relatively low degree of positive correlation exhibited between the various bivariate variables implying that the more the principals employed intellectual stimulation styles of leadership the more the projects were implemented and become operational within stipulated time and cost.The small p-values ($p<0.05$) implies that there is a significant relationship among the variables leading to rejection of the null hypothesis and hence the research finding concluded that there is a significant relationship between intellectual stimulation and implementation of CDF construction projects.

Research objective four in this study established how inspirational motivation influences implementation of CDF construction projects in public secondary schools. The correlation output table shows that all the inspirational motivation were statistically significant ($P<0.05$) against the three indicators of project implementation, similarly there was relatively low degree of positive correlation exhibited between the various bivariate variables implying that the more the principals employed inspirational motivation styles of leadership the more the projects were implemented and become operational within

stipulated time and cost. The small p-values ($p<0.05$) implies that there is a significant relationship among the variables leading to rejection of the null hypothesis and hence the research finding concluded that there is a significant relationship between inspirational motivation and implementation of CDF projects.

Research objective five in this study established the moderating influence of conflict resolution on the relationship between transformational leadership and implementation of CDF construction projects in public secondary schools in Kisumu County. With the F-statistic value of 7.788, d.f (2, 59) and P-value 0.001 ($P\leq 0.05$) significance level which is statistically significant, It can be concluded that there is a regression relationship between transformational leadership combined with conflict resolution and implementation of CDF projects.

5.6 Contribution to the body of knowledge

No	Objectives	Contribution to knowledge
1	To examine how idealized behavior influences implementation of CDF construction projects in public secondary schools in Kisumu county.	Realization of project manager practicing what he she preaches.
2	To establish how individualized consideration influences Implementation of CDF construction projects in public secondary schools in Kisumu county.	Enabling team members know what others think about them.
3	To determine how intellectual stimulation influences Implementation of CDF construction projects in public secondary school.	Projects manager providing new ways of loking at puzzling things.
4	To establish how inspirational motivation influences Implementation of CDF construction projects in public secondary schools in Kisumu County.	Project manager working with the best interest of others than self
5	To establish the moderating influence of conflict resolution on the relationship between transformational leadership and Implementation of CDF construction projects in public secondary schools in Kisumu County.	Intellectual stimulation, compromising and avoiding conflict resolution strategies to enhance Implementation of CDF construction projects.

5.5 Recommendations

This section presents recommendations made in the study based on the research findings, analysis, interpretation and discussion.

5.5.1 Recommendations for Policy issues.

1. Government to initiate coaching in transformational leadership so that it could help to equip leaders with those behaviors lacking in their repertoire. Although accredited MLQ coaching is desirable, coaching from the systems psychodynamic stance could equip the leaders in terms of awareness of diversity dynamics and conflict management.

2.Policy makers to organize for house leadership training in which internal experts or external consultants on leadership are tasked to design training programme that are tailored to the needs of particular institution to supplement coaching, is recommended.

2. Both the government and the education stakeholders should design a way of empowering the principals on the need to be equipped with several ways of conflict management styles so as not to affect the daily running of the CDF construction projects since the finding indicated that the strength of relationship of transformational leadership and implementation of projects depended on conflict resolution.

3. Community, construction activities and all non-governmental organizations need to understand that conflicts needs to be managed rather than to be avoided because constructive management of conflict can be viewed as a creative, cooperative problem solving process, it is imperative that principals note that management requires particular management skills, principals should design proper plans and follow correct procedures in managing conflicts in their schools.

4. Monthly returns for schools to ministry should capture principals trained and those that have not been trained in conflict management. Schools to increase networking with the development partners and non-governmental organizations that deal with conflict.

5.6 Suggestions for further research

This study was carried out in Kisumu County only.

1. A study can be replicated in a larger number of schools and in more counties. This may account for any environmental factors that may exist in any one county and improve the generalization of the results.

2. A study can be carried out to investigate the influence of other factors like transformational and transactional leadership, communication management, project culture, time management and conflict resolution on Project Implementation.

3. A study can still be done with the moderating variables in this study as the independent variable and transformational leadership as moderating variable to ascertain the effect that it would cause on project implementation.

4. Use of other two additional measure of project implementation that is level of quality and scope may enhance different relationship between transformational leadership and project implementation as well as the effect of selected demographic variables on such implementation.

REFERENCES

Achimba and Amanda (2007). "*Project team communication and cross sectional cooperation in new program development".* Journal of product innovation development, 7 (200-221)

Aiken, L, R and West (1991).Psychology testing and assessment.Allyn and Bacon University of Michigan.

Allan Bryma .(2009).Mixed methods in organizational Research in D.A .Buchanan and A.Bryman (eds) SAGE Handbook of organizational Research methods ,Land,Sage.

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.

Anderson (2008). *Transformational leadership in rural projects*. *The Rural Educator,* 8-17.

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*

Askhanasy, Schwanz, Bonner & Tse (2008). *Transformational leadership as management emotion*: a conceptual review, in N. Ashkanasy, C. Hartel, and W. Zerbe (Eds) Emotions in the workplace: development in the studies of the managed heart (pp 221-235). Westport.

Avolio & Bass (1997). *Improving organizational effectiveness through transformational leadership*, Thousand Oaks, CA, Sage.

Avolio & Bass (1999) *A learning tool for project management training and team building".* project management journal.

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

Awino (2010). *Factors that Influence effectiveness of CDF projects, submitted to SCDE in partial fulfillment of the required of the degree of MA in PPM UoN.*

Ayub (2013). *Transformational and transactional leadership and sales person performance.* journal of academic marketing science. 29 (2) pp. 115-134.

Bagaka (2008).Quality management in construction interpretations of BS 5750 (1987): Quality systems for the construction Industry (SP 74): London construction Industry Research and Information Association.

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

Barling,Weber and Kelloway (2009) *Human resource practices, organizational commitment and intention to stay.* International journal of manpower, 29 (6), 503-522

Barling & Kelloway (1996).Gender differences in transformational leadership: *Journal of applied psychology,* 85(5) 751-6

Barling,Moutinho & Kelloway (2008).*Impact of leadership styles and emotions on subordinate performance.* The leaders quarterly, 13 (545-559)

Bass (1985). *From transactional to transformational leadership*: Learning to share the vision, organizational dynamics.

Bass & Avolio (1991). *Multifactor Leadership Questionnaire*. Redwood City, CA: Mind Garden.

Bass (1990). *From transactional to transformational leadership*: Learning to share the vision, organizational dynamics

Bass and Avolio (1997). *Full range leadership development: manual for the multifactor leadership Questionnaire.* CA, Mind Garden.

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.

Bass and Avolio (2003*). Multifactor leadership questionnaire-short form 6s*. Binghamton, NY, centre for leadership studies.

Bass and Avolio (2006). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage.

Bass and Avolio (2007) .Transformational leadership (2nd edition) Muhuwah, NJ: Lawrence Erlbaum Associates.

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

Beck (2008). *Implementation of management plans through project management*. In D. I Cleland and W. R. Kings (Eds project management handbook) New York. Van Nostrand Reinhold Co.

Belmont report (1979). *Criteria for project success; an exploratory re-examination.* International journal of project management 17 (4) 243-48

Bhatt (2008) *Critical success factors for the implementation of enterprise resource planning (ERP): empirical validation.* In the second international conference on innovation in information technology 2009:056.

Blake and Mouton (2011). *School projects*: A basis for success, International journal of project management, 13 (169-172

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.

Bono and Judge (2004). Human resource practices, organizational commitment and intention to stay. International journal of manpower, 29 (6) 503-522

Boerner, Eisenbeiss and Griesser. (2007): Construction Industry Clients: A survey of their Attributes and Project Management Practices, *Construction Management and Economics Journal, 9, 327 – 342.*

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

Brigit Oslen (2011) unpublished thesis.Transformational leadership behavior among future search leaders.Northpark University, college of social and behavior sciences, Walden University.

Burns, J. M. (1978). *Leadership.* New York: Harper & Row.

Caldwell & Milken (2008) "Key performance indicators for project Implementation" *International journal of project management,* 13 (169-172).

Carless (2005). *Five factor model of personality and transformational leadership*. Journal of applied psychology, 85 (5) 751-65.

Connelly ,L.M (2008).Pilot studies,Medsurg Nursing 17 (6) ,411-2

Connolly & Viswesuaran (2009). "*The role of Effectivity in job satisfaction: a meta-analysis*", Personality and individual differences, 29 (2), 265-281.

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

Cheung,C.C.and Chuan,K.B (2008).*Task Conflict and Relationship Conflict in Top Management Teams: The Pivotal Role of Intragroup Trust,* Journal of Applied Psychology, Vol.85, No.1, 102 – 111.

Cherrholmes(1992). "*The influence of project autonomy on project success,"* A Case Study, Construction Management and Economics Journal, 20, 365 – 377

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

Coad & Berny (2008). *Critical success factors for different project objectives*. Journal of construction engineering and management, 17 (6) pp 337-42.

Cochran, W.G (1977).Sampling techniques (3rd ed), New York: John Wiley & Sons.

Cochran, L.J (1951). Coefficient Alpha and the internal structure of test Psychometrika 16, 297-334.

Cronbach Alpha (1946) KR 20.

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

Cohen (2000).*Research methods in Education* (5th Edition). London: Routledge Falmer Publications. Department of vocational and Technical Education, College of Education, University of illionois at Urban-Champaign.

Cooper & Schindler (2003).Techniques of writing research proposal & Reports. A Case Study, Construction Management and Economics Journal, 20, 365 – 377.

DeGroot and Berney (2009) .*The effectiveness of managing a group of multiple projects; factors of influence and measurement criteria*. International journal of project management 20, 365 – 377.

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.

Dvir (2008) Transferring projects top their final users; the effect of planning and preparations for commissioning of projects success. Published by the international journal of project managemenbt. Vol. 23, issue 4 pg 257-265

Dubinsky & Hall (2005*). Transformational leadership: an initial investigation in sales management,* Journal of organizational behavior, 21 pp. 14-162

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

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

Fielder (1979). *Leading in a culture of change.* San Francisco: Jossey-Bass.

Gardiner, P.D. (2009). *Example project control procedures of (Client C).* Unpublished report, school of Engineering and computer science, University of Durham.

Gay, L. R. Mills G .E & R Airasian, P. W, (2003) Educational research: Competencies for analysis and application Merrill, 2000.

Gemuenden & Lechler (2007). *Project Implementation; a determination of its critical success factors, moderators and relative importance*. Unpublished doctoral dissertion, University of Pittsburg.

Gooty,Garvin, Johnson, Frazier and snow (2009). *Project Implementation profile.* Management journal, 57-70.

Government of Kenya. (2012). Ministry of gender, children and social development 2nd bi-annual report (2011-2012 FY) on implementation of 30% affirmative action for women in recruitment and promotion in the public service. Distribution of women and men in the public services, 30th June 2012. Government Printer, Nairobi. Graetz (2009). *Strategic Change Leadership*. Management decision 38 (8) 550,564.

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.

Hall (2008). *Transformational leadership.* The transformation of managers and associates, UF university of Florida , IFAS extension, 1-3.

Hardy (2010). *Instructor's transformational leadership*. University student attitude and ratings. Psychological Reports, 92, 395-402.

Harmon, K.M.J. (2003): *Dispute Review Boards and Construction Conflicts: Attitudes and Opinion of Construction Industry Members,* (Doctoral Thesis, Nova Southeast University) 201

Hater & Bass (2008). *Leadership and performance beyond expectations*. Personal journal 6-9

Hoel (2008). The relationship between transformational leadership and student educational outcomes as moderated by verbal and non verbal immediacy.

House (2008). *Leadership effectiveness: Past perspectives and future directions for research.* In J. Greenberg (Ed.), Organizational behavior: The state of the science (pp. 45-82). Hillsdale, NJ: Erlbaum.

Howell and Avolio (2008). *The relationship between transformational leadership and student educational outcomes as moderated by verbal and nonverbal immediacy.* (Unpublished doctoral dissertation) Regent University, Virginia Beach, VA. Retrieved March 22, 2010, from Dissertations & Theses @ Regent University. (Publication No. AAT 3309288).

Howell and Minopulas (2008). *Consequences of Construction Conflict:* A Hong Kong Perspective, Management in Engineering Journal, 14, 66 – 74. 202.

Ingram (2007): *Improving project collaboration: start with the conflicts:* International Journal of Project Management, Vol. 22, Issue 6, 447 – 454.

Jack and Clark (1998). Project control and organization in NEDC construction Industry sector Group guidelines for the management of major projects.London HM50.

Johnson and Anthony (2004) Sampling techniques (3rd ed).

Jorg and Schyns (2004): *A Multi-faceted Approach to Process Conflict*: 15th Annual Conference of the International Association for Conflict Management, Salt Lake City, Utah.

Kangis & Lee-Kell (2007). *The effectiveness of managing a group of multiple projects.* Factors of influence and measurements criteria. International journal of project management, 27 216-233

Kane & Tremble (2007). *Textual mapping of the imitation and intersexual in college and university mission statements*, semiotica, 172 (395-402)

Kark and Zehir (2006). *Instructor's transformational*: university student's attitude and ratings. Psychological reports, 92, 395-402.

Keegan & Den Hortug (2009). *Transformational leadership.* The transformation of managers and associates, UF university of Florida, IFAS extension, 1-3.

Kellowway, Barling and Heller, (2000).Enhancing transformational leadership: the roles of training and feedback, leadership & organization Development journal, vol 21, No

Kelly,(2003). *Developing transformational leaders*: the full range leadership model in action, Industrial and commercial Training ,vol.38,No 1.

Kerlinger & Ront (1986). *Foundations of behavioral research.* (4th Ed.). New Delhi: subject Publications.

Kerote O. A. (2007). *The Role of the Local Community in the Management of Constituency.*

Kerzer, K., (2008). *Project Management a Systems Approach to Planning, Scheduling and Controlling.* Eight Edition. John Wiley & Sons, Inc. Hoboken, New Jersey.

Kezsborn (2010) *Criteria for project success.* An exploratory re-examination. International journal of project management. 17 (4) 243-248

Khosfari (2012) Project *Management.* A system approach to planning scheduling and controlling (8th ed.) Willey, New York

Kirkpatrick & Locke (2006). *The impact of project manager in project management planning success.* Project management journal, vol. 33, no. 3 pp. 58-64

Kisumu County Education office (2014).

Kothari C.R.(2008) *Research Methodology, methods and techniques* .New Age International publishers.

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

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

Krahn & Harterman (2006*). Important leadership competencies for project managers: The fit between competencies and project characteristics*. Proceedings in the PMI research conference, London.

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

Lechler (2008) .*Empirical evidence of people as project success factors. In R. Lundin, F. Hartman eds, projects as business constituents and guiding motives,* United Kingdom, Kluwer academic publishers 217-221.

Lindskold and Collins (2008). *Conflict management styles in projects*. Project management publication vol 21 No 3,220-237.

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

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.*

Lisa (2012). Analysis of project implementation in Malaysia. *Published thesis for masters in project planning, Project management journal 13,344-350.*

Martin Kinnander (2011). *Conflict management styles within project teams*. Project management journal 16 222- 234

McColl-Kennedy (2008). *Radical project management just enough series.* Prentice hall, PTR, Upper Saddle River

Morgan, D. L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, *1*(1), 48-76.

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

Murphy, Baker & Fisher (2004). *Determinants of project success*, Boston College, Boston, MA: national aeronautics and space administration

Murphy, Baker & Fisher (2008): *Economics, Organisation & Management,* Upper Saddle River, New Jersey 07458, Prentice Hall.

Nadler & Tushman (1990) .*In search for transformational leadership: A (meta) analysis focused on the Portuguese reality.* Procedia social and behavioral sciences 15 (2009).

Nwankwere (2010). *Project management and control*. Onitsha: Afucana-Feb publishers .

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

Ndiritu (2012) Effects of principals transformational leadership characteristics on students' academic performance in secondary schools in Nairobi county, published thesis, university of Nairobi.

NTA report, *National Taxpayers, 2012/2013*

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

Nunnaly,J.(1967),*Psychometric theory*, New York ,McGraw-Hill

Nutt (2008) *Tactics of implementation approaches for planning*. Academy of management journal. Vol. 8.

Omange (2010) *Factors influencing implementation of CDF projects.Published thesis for masters in project planning and management.*

Oso & Onen (2009) *A general guide to writing research proposal and report .Options press & Publishers* .

Owour (2013) CDF projects.*Published thesis for masters in project planning and management*

Ozaralli, N. (2003) *Effects of Transformational leadership on empowerment and team effectiveness,* Leadership and organizational journal ,vol.24.No.6.

Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd edition) Newburg Park, Sage Publication Inc

PMBOK (2008). Project management Institute.Newton square, Pennsylvania. 19073-3299

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

Pierce, James, Mead, Dewey & Cherryholmes (1992) *Transferring projects to their final users: the effect of planning and preparations for commissioning of projects*

success. Published by the international journal of project management. Vol. 23, issue 4 pg 257-265

Pinto & Slevin (2008). *The project champion: Key to implementation success*, Project management journal, 1 (1)15-20

Pinto (2008) Variations *in critical success factors over the stages in project life cycle.* Journal of management, vol. 14, No. 1 pp. 518

Plano Clark, V. L. (2010). The adoption and practice of mixed methods: U.S. trends in federally funded health-related research. *Qualitative Inquiry*, *6*(6), 428-440.

Pounder (2008). *Transformational classroom leadership: A novel approach to evaluating classroom performance. Assessment & Evaluation in Higher Education, 33,* 233-243. Retrieved March 1, 2010, from ABI/Inform.

Prabhakar (2012) *The logical framework method for defining project success.* Project management journal

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

Rai and Sinh (2007). *Transformational leadership in context: Face-to-face and virtual teams.* Leadership Quarterly, 20 (3), 343. Retrieved April 1, 2010, from ABI/INFORM Global.

Ruggie (2009) *Development of a partnering performance index (PPI) for construction projects in for HMK key*. A depth study construction management and economics 25 (12) 1219-1237

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.

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

Salem (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

Saunders, Lewis & Thornhill (2009). Research methods for Business students, Prentice Hall Publishers 3rd Edition.

Schwaz & Bohnner (2009). *Feelings and their motivational implications: moods and the action sequence, in P. Gollwitzer and J. A. Bargz (Eds), the psychology of action*: linking cognition and motivation to behavior (pp. 119-145). New York: Guilford Press.

Scot (2006). *Project success and project team human resource management: evidence from capital projects in the process industries*. Proceedings of the PMI research conference, London.

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

Shamir (2009). *Select the right project manager for success*. Personal journal, Jan. 1996, 6-9

Shenhar, Levy & Dvir (2007) *Mapping the dimensions*. Project management journal 28 (2)5-13

Shin and Zhou (2006). *Transformational leadership in context: Face-to-face and virtual teams.* Leadership Quarterly, 20 (3), 343. Retrieved April 1, 2010, from ABI/INFORM Global Shieh & Lois (2007) *Criteria for success factors for different project objectives*. Journal of construction Management 125 (3), 142-50

Slevin & Pinto (2006). *Balancing strategy and tactics in project implementation.* Sloan management review. Vol. 29, No. 6, 341.

Shieh (2009). *Measurement of project success*. International journal of project management, 6 (3) 164-70.

Slevin & Pinto (2006). Criteria for project success, an exploratory re-examination. International journal, 2009, 19 (31), 67-73

Stone, Russel and Patterson (2003). *Criteria for project success, an exploratory re-examination*, international journal, 2009, 19 (31), 67-73

Sosiek (2007) *The role of contract type in the success of R & D defense projects under increasing uncertainty.* Project management journal 2000, 31 (3), 142-50

Spreitzer & Quinn (2009). *Defining the search for project success factors, a multivariate typological approach.* R & D management, Vol. 32, No. 2

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

Stanslaus Karoli NtiyaKunze (2011). How to manage conflicts within project teams. Conflict management publication Vol.11.No.3 .

Sullivan ,(2008): The Effect of Attitudinal Differences on Interface Conflicts in Large Scale Construction Projects: A Case Study, *Construction Management and Economics Journal,20, 365 – 377.*

Sweze & Salas (2009), *Leadership in virtual teams. A comparison of transformational and transactional leaders.* International journal 37 (8) 1017-1021.

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

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

Thomas Kilman & Ralph Kilman (1974) . *Developing a forced measure of conflict handling behavior*

Thomas, K.W & Kilman (1978). Comparison of four Instruments conflict Behaviour psychological Reports.

Turner & Muller (2008). *The project managers leadership style as a success factor on projects.* A literature review , project management journal 36 (2), 49-61.

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

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

Walumbwa (2010). *Gender and instructional outcomes. The mediating role of leadership styles. The journal of management development, 23, 124-140.* Retrieved March 4, 1, 2004 from Pro Quest educational journals

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

Weber (1947) .*Natality as leadership for transformation: Orienting the influence for change.* In J. D. Barbour & G. R. Hickman (Eds.), Leadership for transformation. San Francisco: Jossey-Bass.

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.

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

Yammarino & Dubinsky (1994). *Leadership in organizations,* Upper Saddle, NJ. Prentice Hall

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

Yukl (2006). *Leadership in Organizations* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc. Atkinson, T. N. (2002). The institutional construction and transformation of university research administration. *Research Management Review*, *12*(2), 1–7.

Zielasek (2009). *Leadership in organizations*, Upper Saddle River , NJ: Prentice Hall Yale, D.J. and Hardcastle, C. (2003): *The causes of conflicts and Disputes in the Hong Kong Construction Industry-A Transactional Cost Economics Perspective*, Research Papers,Vol.4, No.22, RICS

Zhu,Chou & Spangler (2005) *The project excellence model: linking.* International journal of project management, vol. 49 177-92

APPENDICES

APPENDIX 1: CONSENT LETTER

JANET WAGUDE

P.O.BOX 1738, KISUMU

E-mail:wagudejanet1@gmail.com

0722600653

Dear Sir/Madam,

RE: TRANSFORMATIONAL LEADERSHIP,CONFLICT RESOLUTION AND IMPLEMENTATION OF CONSTITUENCY DEVELOPMENT FUND CONSTRUCTION PROJECTS AT PUBLIC SECONDARY SCHOOLS IN KISUMU COUNTY, KENYA.

I am a student of the UoN. I am carrying out a research on "Transformational leadership, conflict resolution and Implementation of constituency development fund construction projects at public secondary schools in Kisumu County, Kenya."

The questionnaire is designed to gather information from secondary schools in the County. Kindly complete the questionnaires to the best of your ability and please return the completed questionnaires to the researcher as soon as you can. The information given will be strictly confidential.

Yours Faithfully,

Janet Wagude,

PhD Student,

UoN.

APPENDIX 2

QUESTIONNAIRE FOR PRINCIPALS

SURVEY QUESTIONNAIRE			
	QUESTIONS	RESPONSES	INSTRUCTIONS
1.0	INTRODUCTION		
1.1	Date of interview	_____/_____/2014	DD/MM/YY
1.2	Administrative region		
1.3	Name of the school		Type the name of the school
2.0	SOCIO-DEMOGRAPHIC PROFILE		
2.1	Tick where your age group falls.	30-35 35-40 40-45 45-50 50 & above	*INCOMPLETE YEARS*
2.2	Gender	Male ……..……1 Female ……..…2	
2.3	What is the highest level of your education	None…….……1 Secondary……2 College…….……3 University ……...…….…4	*CIRCLE THE MOST APPROPRIATE*
2.4	How many years have you been in the service?	1 ……. …….5 yr 6 ……10yrs 15…….…….…….20yrs 25…….……..30yrs Over……...……30yrs	*CIRCLE THE MOST APPROPRIATE* *SPECIFY 'OTHERS'*

APPENDIX 3

MULTIFACTOR LEADERSHIP QUESTIONNAIRE FOR PRINCIPALS.

Place an × in the appropriate box

Key: 5=SA Strongly Agree 4= A: Agree 3: N:= Neutral 2:D= Disagree:4

1: SD:=Strongly Disagree

Idealized behavior and Implementation of CDF construction projects.

STATEMENTS	**SA**	**A**	**N**	**D**	**S D**
I make others to feel good to be around me					
Others have complete faith in me					
Others are proud to be associated with me					
Always exemplifies qualities that employees admire					
Never sets a personal example as far as high standards are concerned					
Often demonstrates for others how to make decisions and solve problems					
Always practices what he/she preaches					
Never ask others to do what he/she is unwilling to do					
Models for others how to improve organizational productivity					
Invests considerable energy to champion the goals of the organization					
Communicate the organizations mission and values through his/her actions					

Place an × in the appropriate box

Key: 5=SA: Strongly Agree 4=A: Agree 3=N: Neutral 2=D: Disagree 1=SD: Strongly Disagree

Section B: Individual consideration and Implementation of CDF construction projects

STATEMENT	**SA**	**A**	**N**	**D**	**SD**
I help others develop themselves					
I let others know how I think they are doing					
I give personal attention to others who seem rejected					
I really feel as if the learner's problems are my own					
Team members have a deal of personal meaning for me					
I do not feel a strong sense of belonging to my school					

Place an × in the appropriate box

Key:5=SA: Strongly Agree 4=A: Agree 3=N: Neutral 2= D: Disagree

1= SD: Strongly Disagree

Section C:Intellectual stimulation and Implementation of CDF construction projects .

STATEMENT	**SA**	**A**	**N**	**D**	**SD**
I enable others to think about old problems in new ways					
I provide others with new ways of looking at puzzling thing					
I give personalized attention to others who seem rejected					
I always grant team members the opportunity to utilize their talents , skills and resources					
I invest considerable time and energy in equipping team members					
My leadership often encourages follower learning , growth and autonomy					
My leadership mentors team members in order to help them grow academically					

Place an × in the appropriate box

Key: 5=SA: Strongly Agree, 4=A: Agree, 3=N:Neutral, 2=D:Disagree, 1=SD:Strongly Disagree

Section D: Inspirational motivation and Implementation of CDF construction projects .

STATEMENT	**SA**	**A**	**N**	**D**	**SD**
I express with a few simple words what we could and should do					
I provide appealing images about what we can do					
I help others find meaning in their work					
Inspire me to be a leader in the future					
Often work with the best interest of others rather than self					
Models service to inspire others through his/her behavior, attitude and values					
Goes out of his/her way to meet the needs of the employees					

Place a tick in the appropriate box

Section E: Projects Implementation of CDF construction projects.

1. Tick the most appropriate number of projects that have been implemented within the stipulated budget in your school.

(i). None

(ii). One

(iii). Two

(iv). Three

(v). Four and above.

2. Tick the most appropriate number of projects that have been implemented and are operational in your school.

(i).None

(ii).One

(iii).Two

(iv).Three

(v).Four & above

3. Tick the most appropriate amount of time used to meet key objectives for milestone.

(i).Less than a year

(ii).1-2 year

(iii).3-4 year

(iv).5 years and above

QUESTIONNAIRE FOR TEACHERS

Place an × in the appropriate box

Key: 5=SA Strongly Agree,4= A: Agree, 3= N: Neutral,2=D: Disagree,1= SD: Strongly Disagree

Idealized behavior and Implementation of CDF construction projects.

STATEMENTS	**SA**	**A**	**N**	**D**	**SD**
My principal make others to feel good to be around him					
My principal has complete faith in me					
My principal is proud to be associated with me					
My principal always exemplifies qualities that employees admire					
My principal never sets a personal example as far as high standards are concerned					
My principal often demonstrates for others how to make decisions and solve problems					
My principal always practices what he/she preaches					
My principal never ask others to do what he/she is unwilling to do					
My principal models for others how to improve organizational productivity					
My principal invests considerable energy to champion the goals of the organization					
My principal communicate the organizations mission and values through his/her actions					

Place an × in the appropriate box

Key: 5=SA: Strongly Agree,4=A: Agree,3=N: Neutral,2=D: Disagree 1=SD: Strongly Disagree

Section B: Individual consideration and Implementation of CDF construction projects.

STATEMENT	**SA**	**A**	**N**	**D**	**SD**
My principal help others develop themselves					
My principal let others know how I think they are doing					
My principal gives personal attention to others who seem rejected					
My principal feel as if the learner's problems are my own					
My principal have a deal of personal meaning for me					
My principal do not feel a strong sense of belonging to my school					

Place an × in the appropriate box

Key:5=SA: Strongly Agree, 4=A: Agree,3=N:Neither agree nor disagree,2=D: Disagree :1= SD Strongly Disagree

Section C: Intellectual stimulation and Implementation of CDF construction projects .

STATEMENT	**SA**	**A**	**N**	**D**	**SD**
My principal enable others to think about old problems in new ways					
My principal provide others with new ways of looking at puzzling thing					
My principal give personalized attention to others who seem rejected					
My principal always grant team members the opportunity to utilize their talents , skills and resources					
My principal invest considerable time and energy in equipping team members					
My principals leadership often encourages follower team members , growth and autonomy					
My principals leadership mentors team members in order to help them grow academically					

Place an × in the appropriate box

Key:5=SA: Strongly Agree 4=A: Agree 3=N:Neither agree nor disagree 2=D: Disagree 1=SD: Strongly Disagree

Section D: Inspirational motivation and Implementation of CDF consturction projects.

STATEMENT	**SA**	**A**	**N**	**D**	**SD**
My principal express with a few simple words what we could and should do					
My principal provide appealing images about what we can do					
My principal help others find meaning in their work					
My principal inspire me to be a leader in the future					
My principal often work with the best interest of others rather than self					
My principal models service to inspire others through his/her behavior, attitude and values					
My principal goes out of his/her way to me et the needs of the employees					

QUESTIONNAIRE FOR BOARD OF MANAGEMENT

Place an × in the appropriate box

Key: 5= SA Strongly Agree 4= A: Agree 3=N: Neutral 2:D=Disagree

1: SD=Strongly Disagree

Idealized behavior and Implementation of CDF construction projects
Place an × in the appropriate box
Key: 5=SA: Strongly Agree,4=A: Agree,3=N:Neither agree nor disagree,2=D: Disagree ,1=SD: Strongly Disagree

Section B: Individual consideration and Implementation of CDF construction projects.

STATEMENTS	**SA**	**A**	**N**	**D**	**SD**
My principal make others to feel good to be around him					
My principal has complete faith in me					
My principal is proud to be associated with me					
My principal always exemplifies qualities that employees admire					
My principal never sets a personal example as far as high standards are concerned					
My principal often demonstrates for others how to make decisions and solve problems					
My principal always practices what he/she preaches					
My principal never ask others to do what he/she is unwilling to do					
My principal models for others how to improve organizational productivity					
My principal invests considerable energy to champion the goals of the organization					
My principal communicate the organizations mission and values through his/her actions					

STATEMENT	SA	A	N	D	SD
My principal help others develop themselves					
My principal let others know how I think they are doing					
My principal gives personal attention to others who seem rejected					
My principal feel as if the learner's problems are my own					
My principal have a deal of personal meaning for me					
My principal do not feel a strong sense of belonging to my school					

Place an × in the appropriate box

Key:5=SA: Strongly Agree 4=A: Agree 3= N: Neither agree nor disagree 2=D: Disagree1=SD: Strongly Disagree

Section C:Intellectual stimulation and Implementation of CDF construction projects.

STATEMENT	**SA**	**A**	**N**	**D**	**SD**
My principal enable others to think about old problems in new ways					
My principal provide others with new ways of looking at puzzling thing					
My principal give personalized attention to others who seem rejected					
My principal always grant team members the opportunity to utilize their talents , skills and resources					
My principal invest considerable time and energy in equipping team members					
My principals leadership often encourages follower team members , growth and autonomy					
My principals leadership mentors team members in order to help them grow academically					

Place an × in the appropriate box

Key:5=SA: Strongly Agree 4=A: Agree 3=N:Neither agree nor disagree 2=D: Disagree 1=SD: Strongly Disagree

Section D: Inspirational motivation and Implementation of CDF construction projects.

STATEMENT	**SA**	**A**	**N**	**D**	**SD**
My principal express with a few simple words what we could and should do					
My principal provide appealing images about what we can do					
My principal help others find meaning in their work					
My principal inspire me to be a leader in the future					
My principal often work with the best interest of others rather than self					
My principal models service to inspire others through his/her behavior, attitude and values					
My principal goes out of his/her way to me et the needs of the employees					

QUESTIONNAIRE FOR PRINCIPALS ON MAGNITUDE OF CONFLICT.

THOMAS KILMANN CONFLICT MANAGEMENT TOOL

Please follow the instructions to rate yourself on the conflict management strategies which have been adapted from Thomas Kilmann conflict management tool.

SECTION A: SELF REPORT

The following are several pairs of statements that describe possible ways you are most likely to respond when in potential or actual conflicts with your workmates/ classmate. For each pair, please circle the "A" or "B" statement, which is most characteristic of your own behavior in such situations.

In many cases, neither the "A" nor the "B" statement may be very typical of your behavior, but please select ONLY ONE response (either A or B) which you would be more LIKELY to use.

1 A There is times when I let others take responsibility for solving the problem.

B Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.

2 A I try to find a compromise solution

B I attempt to deal with all of his/her and my concerns.

3 A I am usually firm in pursuing my goals

B I might try to soothe the others' feelings and preserve my relationship

4 A I try to find a compromise solution

B I sometimes sacrifice my own wishes for the wishes of the other person.

5 A I consistently seek the others' help in working out a solution

B I try to do what is necessary to avoid useless tensions.

6 A I avoid creating unpleasantness for myself

B I try to win my position.

7 A I try to postpone the issue until I have had some time to think over it.

B I give up some points in exchange for others.

8 A I am usually firm in pursuing my goals

B I attempt to get all concerns and issues immediately out in the open.

9 A I feel that differences are not always worth worrying about.

B I make some effort to get my way.

10 A I am firm in pursuing my goals

B I try to find a compromise solution

11 A I attempt to get all concerns and issues immediately out in the open.

B I might try to soothe the others' feelings and preserve my relationship

12 A I sometimes avoid taking positions, which would create controversy.

B I will let the other person have some of his/her positions if s/he lets me have some of mine.

13 A I promise a middle ground

B I press to get my points made

14 A I tell the other person my ideas and ask for his/hers.

B I try to show the other person the logic and benefits of my position.

15 A I might try to soothe the other's feelings and preserve my relationship

B I try to do what is necessary to avoid tensions.

16 A I try not to hurt the others' feelings

B I try to convince the other person of the merits of my decision

17 A I am usually firm in pursuing my goals

B I try to do what is necessary to avoid useless tensions.

18 A If it makes other people happy, I might let them maintain their views.

B I will let people have some of their positions if they let me have some of mine.

19 A I attempt to get all concerns and issues immediately out in the open.

B I try to postpone the issue until I have had some time to think it over.

20 A I attempt to immediately work through our differences

B I try to find a fair combination of gains and looses for both of us

21 A In approaching negotiations, I try to be considerate of the other persons' wishes.

B I always lean towards a direct discussion of the problem

22 A I try to find a position that is intermediate between his/hers and mine

B I assert my wishes

23 A I am very often concerned with satisfying all our wishes

B There are times when I let others take responsibility for solving the problem.

24 A If the others position seems very important to him/her, I would try to meet his/her wishes

B I try to get the other person to settle for a compromise

25 A I try to show the other person the logic and benefits of my position

B In approaching negotiations, I try to be considerate of the other person‟s wishes.

26 A I propose a middle ground

B I am nearly always concerned with satisfying all our wishes

27 A I sometimes avoid taking positions that would create controversy

B If it makes other people happy, I might let them maintain their views.

28 A I am usually firm in pursuing my goals

B I usually seek the other‟s help in working out a solution

29 A I propose a middle ground

B I feel that differences are not always worth worrying about

30 A I try not to hurt the others feelings

B I always share the problem with the other person so that we can work it out.

SECTION B: SELF – SCORING

Circle the letters below which you circled on each item of the questionnaire

	Competing (forcing)	**Collaborating (Problem solving)**	**Compromising (Sharing)**	**Avoiding (Withdrawal)**	**Accommodating (Smoothing)**
1				A	B
2	B	A			
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11				A	B
12			B	A	
13	B		A		
14	B	A			
15				B	A

16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		
21		B			A
22	A		B		
23		A		B	
24			B		A
25			A		B
26		B	A		
27				A	B
28	A	B			
29			A	B	
30		B			A

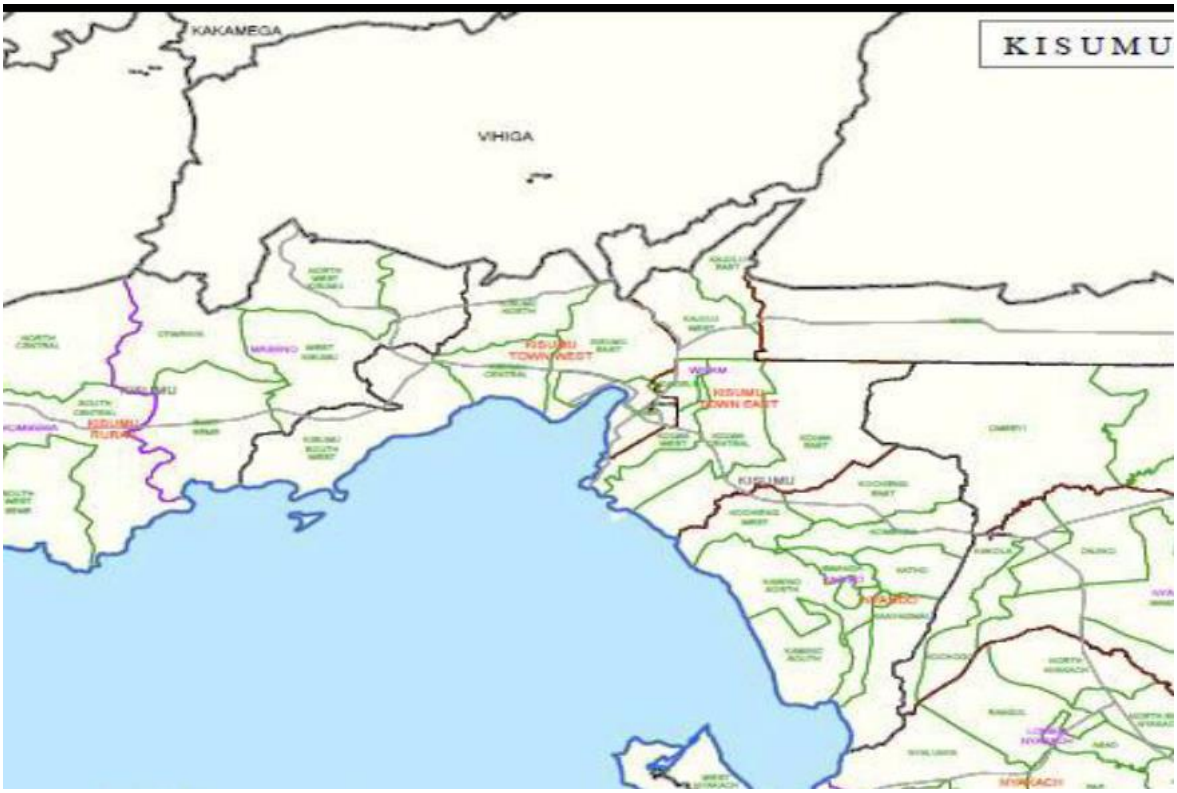
APPENDIX 4

Interview Schedule for Principals

1. Are you familiar with the concept of transformational leadership?
2. In your own opinion, do principals/project managers practice idealized behaviour?
3. As a Principal/project manager do you believe individual consideration would enhance project implementation. Explain how this is done.
4. In your own opinion, would you say that principals' lack of intellectual stimulation can affect Implementation of CDF construction projects?
5. How do you ensure that as a principal/project manager you enhamce inspirational motivation to your team members?

APPENDIX 5

MAP OF KISUMU COUNTY



APPENDIX 6: SECONDARY SCHOOLS IN KISUMU COUNTY

NO.	NAME OF SCHOOL	SUB COUNTY
1	BISHOP ABIERO SHAURIMOYO SECONDARY SCHOOL	KISUMU CENTRAL
2	JOEL OMINO SECONDARY SCHOOL	KISUMU CENTRAL
3	JOYLAND SPECIAL SCHOOL	KISUMU CENTRAL
4	KISUMU BOYS SECONDARY SCHOOL	KISUMU CENTRAL
5	KISUMU DAY SECONDARY SCHOOL	KISUMU CENTRAL
6	LIONS SECONDARY SCHOOL	KISUMU CENTRAL
7	ST. IGNATIUS LOYOLA SECONDARY SCHOOL	KISUMU CENTRAL
8	ST. JOHNS CHR. KUDHO SECONDARY SCHOOL	KISUMU CENTRAL
9	ST. PETERS NANGA SECONDARY SCHOOL	KISUMU CENTRAL
10	ST.TERESA KIBUYE GIRLS SECONDARY SCHOOL	KISUMU CENTRAL
11	KISUMU GIRLS SECONDARY SCHOOL	KISUMU CENTRAL
12	XAVERIAN SECONDARY SCHOOL	KISUMU CENTRAL
13	DR ALOO GUMBI SECONDARY SCHOOL	KISUMU EAST
14	GOT NYABONDO SECONDARY SCHOOL	KISUMU EAST
15	GP. OWITI CHIGA MIXED SECONDARY SCHOOL	KISUMU EAST
16	KASAGAM SECONDARY SCHOOL	KISUMU EAST
17	KIBOS SECONDARY SCHOOL	KISUMU EAST
18	NYAKLUNYA SECONDARY SCHOOL	KISUMU EAST
19	OBWOLO SECONDARY SCHOOL	KISUMU EAST
20	OBWOLO SECONDARY SCHOOL	KISUMU EAST
21	OKOK MIXED SECONDARY SCHOOL	KISUMU EAST

22	ORONGO MIXED SECONDARY SCHOOL	KISUMU EAST
23	ST. ALBERT ANGIRA SECONDARY SCHOOL	KISUMU EAST
24	ST. ALLOYS MANYENYA SECONDARY SCHOOL	KISUMU EAST
25	ST. DOMINIC BUKNA SECONDARY SCHOOOL	KISUMU EAST
26	ST. PETERS KINDU SECONDARY SCHOOL	KISUMU EAST
27	AIC OLAGO ALUOCH ALARA GIRLS SECONDARY SCHOOL	KISUMU WEST
28	BAR ANDINGO SECONDARY SCHOOL	KISUMU WEST
29	BAR KORUMBA SECONDARY SCHOOL	KISUMU WEST
30	BAR UNION SECONDARY SCHOOL	KISUMU WEST
31	DAGO THIM MIXED SECONDARY SCHOOL	KISUMU WEST
32	ELUHOBE SECONDARY SCHOOL	KISUMU WEST
33	GOMBE KOKULO SECONDARY SCHOOL	KISUMU WEST
34	BISHOP OKOTH OJOLLA GIRLS	KISUMU WEST
35	CHULAIMBO SECONDARY SCHOOL	KISUMU WEST
36	HUMA GIRLS SECONDARY SCHOOL	KISUMU WEST
37	KANYAMEDHA SECONDARY SCHOOL	KISUMU WEST
38	KAWIONO MIXED SECONDARY SCHOOL	KISUMU WEST
39	KIREMBE MIXED SECONDARY SCHOOL	KISUMU WEST
40	KISIAN SECONDARY SCHOOL	KISUMU WEST
41	KUOYO MIXED SECONDARY SCHOOL	KISUMU WEST
42	LWALA KADAWA SECONDARY SCHOOL	KISUMU WEST
43	MALIERA SECONDARY SCHOOL	KISUMU WEST
44	MASENO SCHOOL SECONDARY	KISUMU WEST

45	MBAKA OROMO SECONDARY SCHOOL	KISUMU WEST
46	OBEDE SECONDARY SCHOOL	KISUMU WEST
47	OGADA SECONDARY SCHOOL	KISUMU WEST
48	OGAL SECONDARY SCHOOL	KISUMU WEST
49	OLUOWA SECONDARY SCHOOL	KISUMU WEST
50	ONGALO SECONDARY SCHOOL	KISUMU WEST
51	OSIRI MIXED SECONDARY SCHOOL	KISUMU WEST
52	SABEMEBE SECONDARY SCHOOL	KISUMU WEST
53	SIANDA MIXED SECONDARY SCHOOL	KISUMU WEST
54	SINYOLO GIRLS SECONDARY SCHOOL	KISUMU WEST
55	ST ANTONY DAGO KOKORE SECONDARY SCHOOOL.	KISUMU WEST
56	ST MARKS OBAMBO SECONDARY SCHOOL	KISUMU WEST
57	TIENGRE SECONDARY SCHOOL	KISUMU WEST
58	ULALO SECONDARY SCHOOL	KISUMU WEST
59	USARE MIXED SECONDARY SCHOOL	KISUMU WEST
60	WACHARA MIXED SECONDARY SCHOOL	KISUMU WEST
61	ACHEGO GIRLS SECONDARY SCHOOL	MUHORONI
62	ARCHBISHOP OKOTH OCHORIA SECONDARY SCHOOL	MUHORONI
63	AYIECHO NYATAO SECONDARY SCHOOL	MUHORONI
64	GOD ABUORO SECONDARY SCHOOL	MUHORONI
65	KIBIGORI MIXED SECONDARY SCHOOL	MUHORONI
66	KIBOS SPECIAL	MUHORONI

67	KORU GIRLS	MUHORONI
68	MARIWA MIXED SECONDARY SCHOOL	MUHORONI
69	MASARA SECONDARY SCHOOL	MUHORONI
70	MIWANI BOYS	MUHORONI
71	MUHORONI MIXED SECONDARY SCHOOL	MUHORONI
72	MUTWALA GIRLS SECONDARY SCHOOL	MUHORONI
73	MWAI ABIERO OGEN SECONDARY SCHOOL	MUHORONI
74	NG'ENY SECONDARY SCHOOL	MUHORONI
75	NGERE KAGORO MIXED SECONDARY SCHOOL	MUHORONI
76	NYAKOKO SECONDARY SCHOOL	MUHORONI
77	NYANDO MIXED SECONDARY SCHOOL	MUHORONI
78	OGINGA ODINGA TAMU SECONDARY SCHOOL	MUHORONI
79	OLIKOLIERO SECONDARY SCHOOL	MUHORONI
80	OMANYI SECONDARY SCHOOL	MUHORONI
81	OMBEYI MIXED SECONDARY SCHOOL	MUHORONI
82	OUR LADY OF PEACE MUHORONI	MUHORONI
83	PADRE PIO MASORO SECONDARY SCHOOL	MUHORONI
84	PROF. AYIECHO OBUMBA SECONDARY SCHOOL	MUHORONI
85	SONGOR SECONDARY SCHOOL	MUHORONI
86	ST. AUGUSTINE KADIENGE	MUHORONI
87	ST. BENEDICTS NYANGOMA	MUHORONI
88	ST. BONIFACE MAGARE	MUHORONI
89	ST. CORNELIUS NYANGOTO	MUHORONI

90	ST. JOHNS LWALA SECONDARY SCHOOL	MUHORONI
91	ST. PATRICKS ODUWO SECONDARY SCHOOL	MUHORONI
92	ST. RITA RAMULA GIRLS SECONDARY SCHOOL	MUHORONI
93	ST. STEPHEN MENARA	MUHORONI
94	ABWAO MIXED SECONDARY SCHOOL	NYAKACH
95	AGAI SECONDARY SCHOOL	NYAKACH
96	ANDINGO OPANGA SECONDARY SCHOOL	NYAKACH
97	APOKO SECONDARY SCHOOL	NYAKACH
98	APONDO KASAYE SECONDARY SCHOOL	NYAKACH
99	BISHOP N.K NGALA SECONDARY SCHOOL	NYAKACH
100	BISHOP OKUMU SECONDARY SCHOOL	NYAKACH
101	BODI SECONDARY SCHOOL	NYAKACH
102	CHERWA MIXED SECONDARY SCHOOL	NYAKACH
103	DIRUBI MIXED SECONDARY SCHOOL	NYAKACH
104	GUU SECONDARY SCHOOL	NYAKACH
105	HOLO MIXED SECONDARY	NYAKACH
106	KABONDO BOYS	NYAKACH
107	KANDARIA MIXED SECONDARY SCHOOL	NYAKACH
108	LISANA SECONDARY SCHOOL	NYAKACH
109	LWANDA HIGH SECONDARY SCHOOL	NYAKACH
110	MAGUNGA SECONDARY SCHOOL	NYAKACH
111	MBORA SECONDARY SCHOOL	NYAKACH
112	MIRIU SECONDARY SCHOOL	NYAKACH

113	MORO SECONDARY SCHOOL	NYAKACH
114	NAKI MIXED SECONFARY SCHOOL	NYAKACH
115	NDORI B.C MIXED SECONDARY SCHOOL	NYAKACH
116	NYABOLA MIXED SECONDARY SCHOOL	NYAKACH
117	NYABONDO HIGH SCHOOL SECONDARY SCHOOL	NYAKACH
118	NYADINA MIXED SECONDARY SCHOOL	NYAKACH
119	NYAKACH GIRLS SECONDARY SCHOOL	NYAKACH
120	NYONG'ONG'A SECONDARY SCHOOL	NYAKACH
121	OLEMBO BOYS SECONDARY SCHOOL	NYAKACH
122	OLWALO MIXED SECONDARYM SCHOOL	NYAKACH
123	OREMO MIXED SECONDARY SCHOOL	NYAKACH
124	OUR LO.LBOLO GIRLS SECONDARY SCHOOL	NYAKACH
125	PAWTENGE SECONDARY SCHOOL	NYAKACH
126	RAE GIRLS SECONDARY SCHOOL	NYAKACH
127	RAKWARO MIXED SECONDARY SCHOOL	NYAKACH
128	SANGO BURU SECONDARY SCHOOL	NYAKACH
129	SIANY MIXED SECONDARY SCHOOL	NYAKACH
130	SIGOTI COMPLEX SECONDARY SCHOOL	NYAKACH
131	ST. ALLOYS GEM SECONDARY SCHOOL	NYAKACH
132	ST. CHARLES LWANGA SECONDARY SCHOOL	NYAKACH
133	ST. CORNELIUS RAMULA SECONDARY SCHOOL	NYAKACH
134	ST. GEORGE SPECIAL SECONDARY SCHOOL	NYAKACH
135	ST. HILLARIUS NYABONDO SECONDARY SCHOOL	NYAKACH

136	ST. LAWRENCE KOGOLA SECONDARY SCHOOL	NYAKACH
137	ST. MARYS NYAMARIMBA SCONDARY SCHOOL	NYAKACH
138	ST.PATRICK OBANGE SECONDARY SCHOOL	NYAKACH
139	ST. ANTONYS KAJIMBO SECONDARY SCHOOL	NYAKACH
140	THURDIBUORO SECONDARY SCHOOL	NYAKACH
141	THURGEM SECONDARY SCHOOL	NYAKACH
142	URUDI MIXED SECONDARY SCHOOL	NYAKACH
143	W.B KAWARINDA SECONDARY SCHOOL	NYAKACH
144	RAGEN SECONDARY SCHOOL	NYAKACH
145	SANGORO MIXED SECONDARY SCHOOL	NYAKACH
146	APONDO MIXED SECONDARY SCHOOL	NYANDO
147	AROMBO MIXED SECONDARY SCHOOL	NYANDO
148	AWASI PAG BOYS MIXED SECONDARY SCHOOL	NYANDO
149	BUNDE MIXED SECONDARY SCHOOL	NYANDO
150	DISI MIXED SECONDARY SCHOOL	NYANDO
151	KANDARIA MIXED SECONDARY SCHOOL	NYANDO
152	KANYAGWAL MIXED SECONDARY SCHOOL	NYANDO
153	KANYANG'ORO MIXED SECONDARY SCHOOL	NYANDO
154	KARANDA MIXED SECONDARY SCHOOL	NYANDO
155	KATOLO MIXED SECONDARY SCHOOL	NYANDO
156	KOBURA GIRLS SECONDARY SCHOOL	NYANDO
157	KOCHOGO MIXED SECONDARY SCHOOL	NYANDO
158	KOLAL MIXED SECONDARY SCHOOL	NYANDO

159	KOWUOR MIXED SECONDARY SCHOOL	NYANDO
160	LELA MIXED SECONDARY SCHOOL	NYANDO
161	AHERO GIRLS SECONDARY SCHOOL	NYANDO
162	ALENDU MIXED SECONDARY SCHOOL	NYANDO
163	MASOGO MIXED SECONDARY SCHOOL	NYANDO
164	MIGINGO GIRLS SECONDARY SCHOOL	NYANDO
165	NDURU MIXED SECONDARY SCHOOL	NYANDO
166	NYAKAKANA MIXED SECONDARY SCHOOL	NYANDO
167	NYALENDA GIRLS SECONDARY SCHOOL	NYANDO
168	ODIENYA MIXED SECONDARY SCHOOL	NYANDO
169	OKANJA MIXED SECODARY SCHOOL	NYANDO
170	OMBAKA MIXED SECONDARY SCHOOL	NYANDO
171	ONG'ECHE MIXED SECONDARY SCHOOL	NYANDO
172	ONJIKO BOYS SECONDARY SCHOOL	NYANDO
173	OREN MIXED SECONDARY SCHOOL	NYANDO
174	OTIENO OYOO BOYS SECONDARY SCHOOL	NYANDO
175	PALA MIXED SECONDARY SCHOOL	NYANDO
176	RERU MIXED SECONDARY SCHOOL	NYANDO
177	ST. ALEX AYUCHA SECONDARY SCHOOL	NYANDO
178	ST. CAMULUS OGWEDHI SECONDARY SCHOOL	NYANDO
179	ST. CHARLES LWANGA NYAMKEBE SECONDARY SCHOOL	NYANDO
180	ST. CHRISTOPHER AYWEYO SECONDARY SCHOOL	NYANDO

181	ST. MICHEALS WANG'ANGA SECONDARY SCHOOL	NYANDO
182	ST. PETERS KONIM SECONDARY SCHOOL	NYANDO
183	ST. THERESAS WAWIDHI GIRLS SECONDARY SCHOOL	NYANDO
184	WITHUR BOYS SECONDARY SCHOOL	NYANDO
185	RANJIRA MIXED	NYANDO
186	ALUNGO SECONDARY SCHOOL	SEME
187	ALWALA SECONDARY SCHOOL	SEME
188	ADUONG MONGE SECONDARY SCHOOL	SEME
189	ASOL SECONDARY SCHOOL	SEME
190	BISHOP ABIERO GIRLS SECONDARY SCHOOL	SEME
191	BISHOP ABIERO ORUGA SECONDARY SCHOOL	SEME
192	BISHOP OKOTH MIRANGA SECONDARY SCHOOL	SEME
193	BONDE SECONDARY SCHOOL	SEME
194	DIEMO SECONDARY SCHOOL	SEME
195	ENG. OWITI ABOL GIRLS SECONDARY SCHOOL	SEME
196	KADERO SUNRISE SECONDARY SCHOOL	SEME
197	KITMIKAYI SECONDARY SCHOOL	SEME
198	KORWENJE SECONDARY SCHOOL	SEME
199	MAGWAR MODEL SECONDARY SCHOOL	SEME
200	MANYANDA SECONDARY SCHOOL	SEME
201	MARIWA MIXED SECONDARY SCHOOL	SEME
202	MAYIEKA SECONDARY SCHOOL	SEME

203	NDIRU SECONDARY SCHOOL	SEME
204	NDURU KADERO SECONDARY SCHOOL	SEME
205	NGERE BOYS SECONDARY SCHOOL	SEME
206	NYAMUGUN SECONDARY SCHOOL	SEME
207	NYAMWANGA MIXED SECONDARY SCHOOL	SEME
208	OMUYA SECONDARY SECONDARY SCHOOL	SEME
209	ORANDO SECONDARY SCHOOL	SEME
210	PROF:ANYANGA NYONGO SECONDARY SHCHOOL	SEME
211	RAPOGI SECONDARY SCHOOL	SEME
212	RATTA MIXED SECONDARY SCHOOL	SEME
213	RIDOR ACK SECONDARY SCHOOL	SEME
214	ST.ALOYS RERU GIRLS SECONDARY SCHOOL	SEME
215	ST.BARNABAS GIRLS	SEME
216	ST.PAUL'S BARKORWA	SEME
217	ST.PETER'S KAJULU	SEME

APPENDIX 7: SECONDARY SCHOOLS THAT PARTICIPATED IN THE STUDY

NO.	NAME OF SCHOOL	SUB COUNTY
1	KISUMU BOYS SECONDARY SCHOOL	KISUMU CENTRAL
2	ST.TERESA KIBUYE GIRLS SECONDARY SCHOOL	KISUMU CENTRAL
3	KISUMU GIRLS SECONDARY SCHOOL	KISUMU CENTRAL
4	XAVERIAN SECONDARY SCHOOL	KISUMU CENTRAL
5	DR ALOO GUMBI SECONDARY SCHOOL	KISUMU EAST
6	OBWOLO SECONDARY SCHOOL	KISUMU EAST
	NYAMASARIA SECONDARY SCHOOL	KISUMU EAST
7	ST. ALBERT ANGIRA SECONDARY SCHOOL	KISUMU EAST
8	DAGO THIM MIXED SECONDARY SCHOOL	KISUMU WEST
9	BISHOP OKOTH OJOLLA GIRLS	KISUMU WEST
10	CHULAIMBO SECONDARY SCHOOL	KISUMU WEST
11	HUMA GIRLS SECONDARY SCHOOL	KISUMU WEST
12	KANYAMEDHA SECONDARY SCHOOL	KISUMU WEST
	KISIAN SECONDARY SCHOOL	KISUMU WEST
13	MASENO SCHOOL SECONDARY	KISUMU WEST
14	OBEDE SECONDARY SCHOOL	KISUMU WEST
15	OGADA SECONDARY SCHOOL	KISUMU WEST
	OLUOWA SECONDARY SCHOOL	KISUMU WEST
16	ABWAO SECONDARY SCHOOL	NYAKACH
17	APOKO SECONDARY SCHOOL	NYAKACH
18	BODI SECONDARY SCHOOL	

19	CHERWA SECONDARY SCHOOL	NYAKACK
20	DIRUBI SECONDARY SCHOOL	NYAKACH
21	HOLO SECONDARY SCHOOL	NYAKACH
22	LISANA SECONDARY SCHOOL	NYAKACH
23	MAGUGA SECONDARY SCHOOL	NYAKACH
24	NAKI MIXED SECONDARY SCHOOL	NYAKACH
25	NYAKACH GIRLS SECONDARY SCHOOL	NYAKACH
26	OLEMBO BOYS SECONDARY SCHOOL	NYAKACH
27	RAE GIRLS SECONDARY SCHOOL	NYAKACH
28	RAKWARO MIXED SECONDARY SCHOOL	NYAKACH
29	SANGO BURU SECONDARY SCHOOL	NYAKACH
30	SIANY MIXED SECONDARY SCHOOL	NYAKACH
31	SIGOTI COMPLEX SECONDARY SCHOOL	NYAKACH
32	THURDIBUORO SECONDARY SCHOOL	NYAKACH
33	THURGEM SECONDARY SCHOOL	NYAKACH
	NYABONDO SECONDARY SCHOOL	NYAKACH
34	APONDO MIXED SECONDARY SCHOOL	NYANDO
35	AWASI PAG BOYS MIXED SECONDARY SCHOOL	NYANDO
36	BUNDE MIXED SECONDARY SCHOOL	NYANDO
37	KOBURA GIRLS SECONDARY SCHOOL	NYANDO
38	LELA MIXED SECONDARY SCHOOL	NYANDO
39	MASOGO MIXED SECONDARY SCHOOL	NYANDO
40	MIGINGO GIRLS SECONDARY SCHOOL	NYANDO

41	ONG'ECHE MIXED SECONDARY SCHOOL	NYANDO
42	ONJIKO BOYS SECONDARY SCHOOL	NYANDO
43	OTIENO OYOO BOYS SECONDARY SCHOOL	NYANDO
44	WITHUR BOYS SECONDARY SCHOOL	NYANDO
45	RANJIRA MIXED	NYANDO
46	ALUNGO SECONDARY SCHOOL	SEME
47	ALWALA SECONDARY SCHOOL	SEME
48	BONDE SECONDARY SCHOOL	SEME
49	DIEMO SECONDARY SCHOOL	SEME
50	MARIWA MIXED SECONDARY SCHOOL	SEME
51	NDIRU SECONDARY SCHOOL	SEME
52	NGERE BOYS SECONDARY SCHOOL	SEME
53	NYAMWANGA MIXED SECONDARY SCHOOL	SEME
54	ST.BARNABAS GIRLS	SEME
56	ST.PETER'S KAJULU	SEME
57	ACHEGO GIRLS SECONDARY SCHOOL	MUHORONI
58	MIWANI BOYS	MUHORONI
59	NYAKOKO SECONDARY SCHOOL	MUHORONI
60	NGERE KAGORO SECONDARY SCHOOL	MUHORONI
61	OMBETI MIXED SECONDARY SCHOOL	MUHORONI