

**Midocean University**

**College of Management**

**Department/Major: Project Management**



# **Effects of Manager's Leadership Style on Project Management Success**

**“An applied Study on the Construction Projects in the Northern Region of Iraq”**

**BY**

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**March 2025**

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**Date: 11 March 2025**

## **DECLARATION**

I hereby declare that the project report is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Midocean university/ UAE or at any other institution.

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## ABSTRACT

Organizations depend upon capable leadership to guide them through unprecedented changes. Projects success has big impact on the total final situation of an organization, which is the main reason make the decisions maker searching for high skilled project manager. Project managers play a key role in project success.

Most of the previous studies focused on the main success criteria of the projects (Cost, Time, and Quality), whereas leadership style has little emphasis as a critical factor that might lead to project failure. Even if the budget was enough and the time planned accurately, the failure still re-occurs if the project manager leadership style does not suit the project situation and team members.

This research aimed to find the best leadership style to achieve project management success in construction sector in the Northern region of Iraq, Studying the extent to which demographic characteristics influence independent and dependent factors. Evaluate the effects of leadership style on the project's team productivity, performance, and efficiency is the second objective of this study, results can be summarized as follows:

- 1- Three common leadership styles have been studied (Transformational, Transactional, and Autocratic). This study used both approaches (quantitative and qualitative) to analyze the collected data. The correlation, regression and one-way ANOVA tests have used to determine the adopted leadership style in the Iraq Northern region project management.
- 2- There are strong and positive static significant relationship and impact has found at the significance level (0.05) between the transactional leadership styles and the project

management success. The construction project environment has shown the signs of adopting the transactional style in the light of the instability situation in the country.

- 3- The research shows differences in the opinions of groups of Years of Experience regarding authoritarian leadership style and the construction projects success factors, while there were no statistically significant differences at the significance level (0.05) between the demographic characteristic (Gender, Age, Education Level and Type of Client), and the independent Factors (Transformational, Transactional & Autocratic styles) and the dependent factor (Project Success).

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## LIST OF TERMINOLOGY

| Term – Definition                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Leadership styles</b><br><br>leaders' distinct approaches to guiding, motivating, and managing teams effectively.<br><br>(Subramanian & Banihashemi, 2024)                                                         |
| <b>Project Management</b><br><br>The methodical process of arranging, planning, and managing resources to accomplish particular goals is known as project management.<br><br>(Kerzner, 2022)                          |
| <b>Leadership Strategies</b><br><br>Leadership strategies are methods for directing, influencing, and incorporating various contributions in the pursuit of shared objectives.<br><br>(Deutsch, <i>et al.</i> , 2025) |

# CHAPTER 1

## 1.1 INTRODUCTION

### 1.1.1 Background of Study

In today's increasingly complex and interconnected business landscape, effective project management has become paramount to organizational success (Ekemezie & Digitemie, 2024). Project success is greatly influenced by leadership styles, which impact motivation, team dynamics, and communication. To promote cooperation and creativity, effective leaders adapt their strategies to fit the demands of the team and the specific project requirements. Project managers who understand various leadership philosophies are better equipped to foster an environment that encourages goal achievement and overcomes obstacles (Malachowsky, 2018). The literature on leadership acknowledges the diversity of leadership styles and their potential effects on management, organizational performance, and projects. A project's success depends on a variety of contextual elements as well as the chosen approach. According to an expanding body of research, leadership is one of the most important individual determinants of project performance and success (Siddiqui *et al.*, 2023).

### 1.1.2 Study Effect

Academics and the professional community generally agree that managing people is a key component of project management. From large infrastructure projects to small-scale enterprises, project management is prevalent across numerous industries. Each project is unique, autonomous, and staged, with constraints on budget, time, and scope. Additionally, every project must have a defined goal that aligns with the organization's strategic objectives

(Mičák, 2016). Effective leadership serves as the cornerstone for achieving successful outcomes.

The manner in which leaders engage with their teams, make decisions, and motivate individuals profoundly influences the overall performance and cohesion of project teams (Ahmed, *et al.*, 2023). Each of the various leadership styles offers unique organizational and motivational concepts. When effectively applied within project teams, these approaches not only influence task productivity and efficiency but also enhance team members' intrinsic motivation and job satisfaction (Ahmed, *et al.*, 2023).

Without effective leadership, organizations risk stagnation, losing direction, and progressing slowly. Therefore, it's critical to understand how leaders affect behavior, alter the course of events, and overcome resistance (Tao Xiangxing & Jonathan Musonda, 2021). The actual and perceived relationships of a typical project are complex. Figure 1-1 illustrates the common relationships between stakeholders and those around the project manager (Arora and Baronikian, 2013, 266). Among these intricate components, leadership is essential to success and accomplishing the intended outcomes. One may think of the leader as the one who directs the group and establishes the plan and vision required to accomplish these objectives (ادريس, 2024).

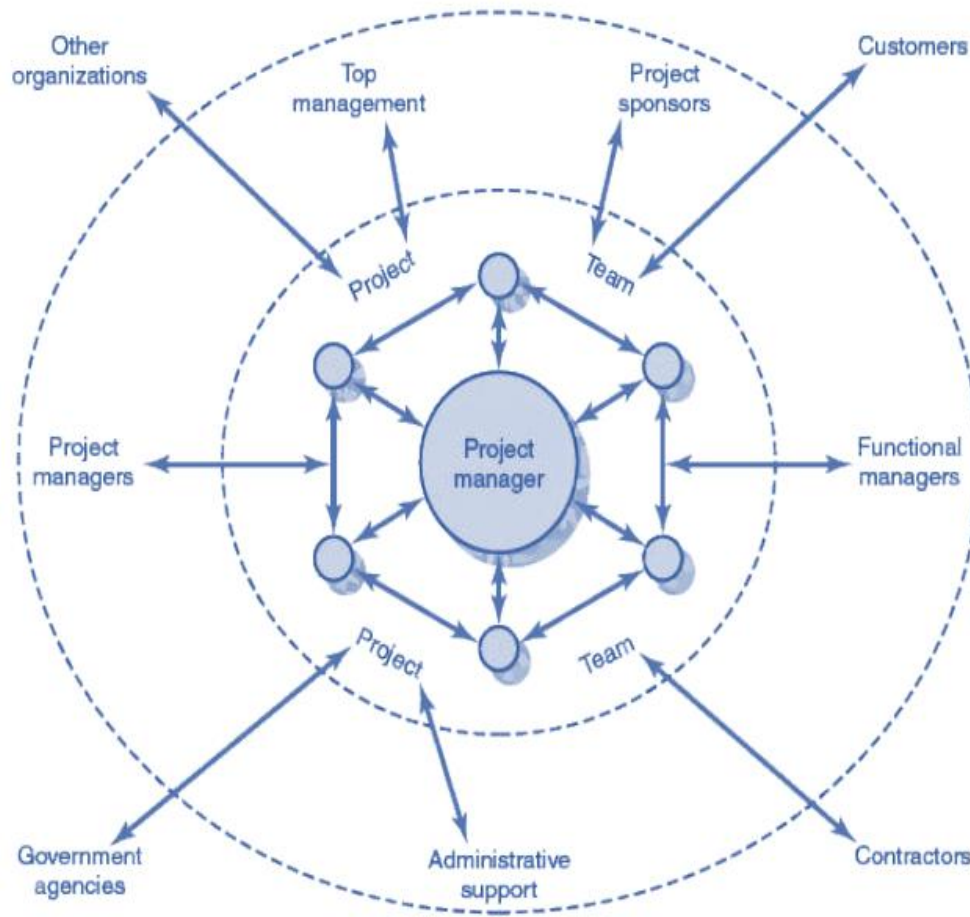


Figure 1-1: PM at the center of project complex

## 1.2 Problem Statement

There is a persistent failure of projects both locally and internationally due to the inability of organizations to apply appropriate leadership styles, project techniques, and methods. Most organizations and project managers tend to lay much emphasis on the technical and managerial aspects of the project. Consequently, there is an estimated project failure rate of about 34% successful to 66% globally unsuccessful projects (Logikal, 2020, 6), as shown in the figure 1-2.

#### Success Rate by Location

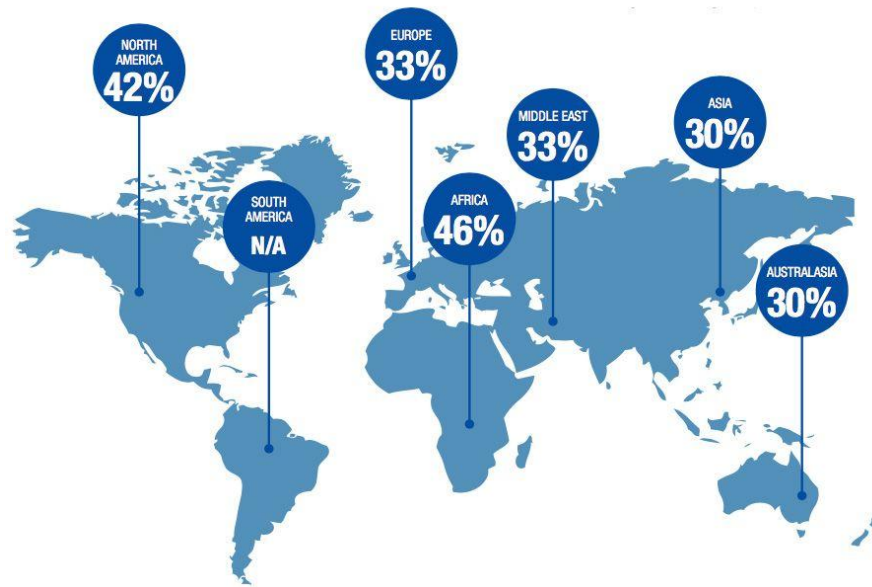


Figure 1-2: achieved or not completed all or most Projects across time, cost and quality objectives across world

These failures can be attributed to several critical factors, such as inadequate information on the relationship between leadership styles and project success, including when and how to apply the appropriate leadership style required for successful project completion (Adewuyi, 2023). Hence, it is expected that a project manager's leadership style should significantly influence project performance (Kariuki, 2018).

One of the primary reasons many projects fail is a lack of attention to project complexity. Complexity is defined as the feature of a project that makes it difficult to comprehend and regulate its overall behavior, even when one possesses fairly complete knowledge about the project system (Mohamed, *et al.*, 2022). To address this, it is essential to investigate the

leadership styles of project managers and assess their impact on the quality performance of projects (Bonkounou *et al.*, 2022).

Furthermore, understanding how a project manager's leadership abilities affect the success of a construction project is crucial (Monika *et al.*, 2016). The consequence of managers' lack of an effective leadership style often results in projects that are completed over budget, past schedule, and with unhappy clients and dissatisfied staff due to low morale and poor teamwork. Ultimately, the project will either fail or be significantly delayed (Hussain, 2018).

The enlarging scale of competition among corporations over the years has led to a growing need for effective leadership, which is essential for the successful accomplishment of project management. Undoubtedly, leadership directly or indirectly influences the effectiveness of a project; however, the necessary skills for project managers and the importance of leadership styles have not received sufficient attention (Paradise *et al.*, 2010).

In accordance with the survey conducted by (Mannaz, 2014), the results revealed that corporations must focus more on the relationship between project management effectiveness and leadership style.

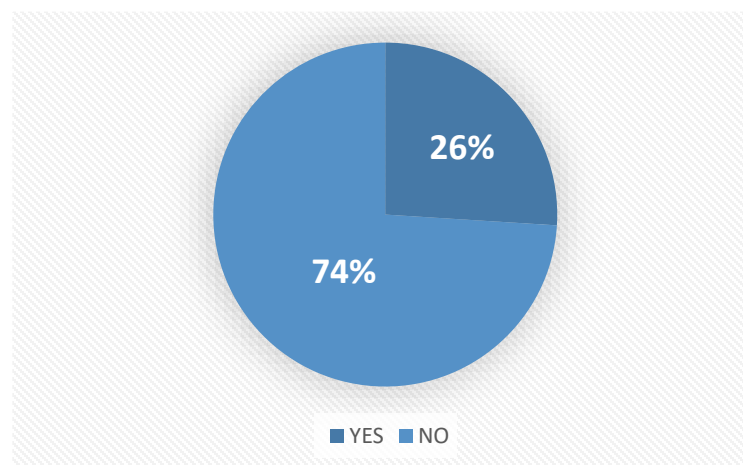


Figure 1-3: “Does organizations take leadership style in their consideration as a factor might lead to project failure?” (Mannaz, 2014,13)

### 1.3 Importance of Study

One of the main causes of project failure is inept leaders. However, scholars also think that a variety of leadership styles can lessen project failure. For instance, a lot of academics believe that transformational leadership is essential to project success. However, the success of the initiative has not been entirely attributable to transformational leadership, (Ali & Rasheed, 2020). In addition, leadership styles differ in assessing their impact on the success of projects and their degree of prevalence, as the authors analyzed in detail the abstracts and keywords of the 90 articles in the 21 Leadership Journal, ten categories were evaluated, the following are the most common categories found in the articles analyzed in Table 1-1.

| Topic classification        | Number of studies | Percentage |
|-----------------------------|-------------------|------------|
| Authentic leadership        | 25                | 22%        |
| Transformational leadership | 40                | 36%        |
| Servant leadership          | 14                | 13%        |
| Transactional leadership    | 13                | 12%        |
| Benevolent leadership       | 5                 | 4%         |
| Paternalistic leadership    | 5                 | 4%         |
| Charismatic leadership      | 4                 | 4%         |
| Autocratic leadership       | 3                 | 3%         |
| Collectivistic leadership   | 1                 | 1%         |
| Empathetic leadership       | 1                 | 1%         |

Table 1-1: “Topic Classifications” (Hadziahmetovic, *et al.*, 2023, 192).

Some articles have more than one topic classification, the authors have coded each category separately. The most often researched subjects, according to these findings, are authentic leadership and transformational leadership, followed by servant leadership. Collectivistic and Empathetic leadership, on the other hand, are the least researched leadership styles, (Hadziahmetovic, *et al.*, 2023).

The study's conclusion that there is a strong correlation between leadership styles and the situations they handle and that each leader needs to strive to create a distinctive style that fits the skills, maturity, and capacities of a particular team of workers is another crucial finding. Leaders must understand how their leadership styles impact their followers since they play a significant role in influencing and changing the attitudes and behaviors of the organization's workforce, (نذير, 2023). Whereas, according to another study, 64.1% of crisis management readiness may be explained by transformational leadership practice (Abu rumman, 2016).

## 1.4 Study Objectives

Construction projects on Iraq one of the biggest work sectors on Iraq, so finding the best leadership style that should be implement by project managers will lead to improve the quality, saving cost, and reducing need time. Besides that, suitable leadership style will increase project's team productivities, performance, and efficiency. The research aimed to evaluates the suitable manager's leadership styles needed to accomplish project successfully, the objectives are stated as follows:

1. To define distinct leadership styles needed for project managers to accomplish construction project management successfully.

2. To assess the impacts of leadership styles on the efficiency and productivity of the project team.

## 1.5 Study Inquiries

In order to investigate the connection between project management success and leadership styles, and how an individual's leadership style impacts how he develops and accomplishes goals and takes into account the needs of his team and the potentials of stakeholders, (Iqbal, *et al.*, 2022), with taking the fact that the construction Project is critically affected by the project manager, (Iqbal, *et al.*, 2022). Whereas the style of transactional leadership style had significant positive effect on performance, transformational leadership style had positive but insignificant effect on performance, (Obiwuru, *et al.*, 2011), As well as researching the dialectical relationship between the authoritarian leadership style and its impact, as authoritarian leadership negatively relates to task performance, (Wang, *et al.*, 2019), while with higher individual power distance, authoritarian leadership has a significant impact on employee performance through employee job role clarity, (Nawaz, *et al.*, 2022), in adding to the responsibility of the project managers of overseeing projects in a number of areas that are critical to their success, such as budget, timeline, quality, and safety standards (bt Zakaria, *et al.*, 2015), therefore, our research poses a number of questions. They can be summed up as follows:

- 1- which leadership traits work best for project management in the construction sector, in the north region of Iraq?
- 2- how do authoritarian, transactional, and transformational leadership styles impact team performance and productivity?

- 3- how do project results in terms of cost, schedule, and quality relate to leadership style?
- 4- what impact can a leader's style have on the dynamics of a team and on an individual's performance under pressure?

These inquiries seek to offer a thorough grasp of the part that leadership plays in project success, which aids in the creation of efficient management techniques that are in line with the ever-changing circumstances of the workplace.

## CHAPTER 2

### 2.1 LITERATURE REVIEW

#### 2.1.1 Introduction

The effectiveness of project teams is greatly impacted by the leadership styles employed, with transformational and transactional leadership being crucial in promoting discipline, motivation, and teamwork. Because of its possible disadvantages, laissez-faire leadership needs to be carefully considered. The significance of context-specific leadership techniques in project management is shown by the situational adaptability of leadership styles. In order to maximize team dynamics and improve project outcomes, project managers can choose and modify their leadership techniques with the help of a deeper understanding of the subtle implications of different leadership styles as businesses continue to traverse complicated projects, (Ahmed, *et al.*, 2023).

Leadership is a dynamic process in which one individual inspires others to help the group realize its goals. Although there is no universally accepted definition of leadership, it is important to remember that leadership is a process, and as such, it takes time for a leader to be able to influence their followers in the way that they want. It has been discovered that different leaders have varying effects on other leaders by displaying a variety of behaviors, abilities, and characteristics that have resulted in various leadership traits and styles, (Bonkougou, *et al.*, 2022).

As the management level increases so too does the project success scores, (Martin & Edwards, 2016). To achieve the desired project outcomes, the implementation of project management requires a unique project leadership style that reflects the many management competencies and behaviors, (Bilal, *et al.*, 2021). Schneider's model reflects the four basic cultures and the relationship between strategy and leadership style as shown in the figure below (Arora & Baronikian, 2013).

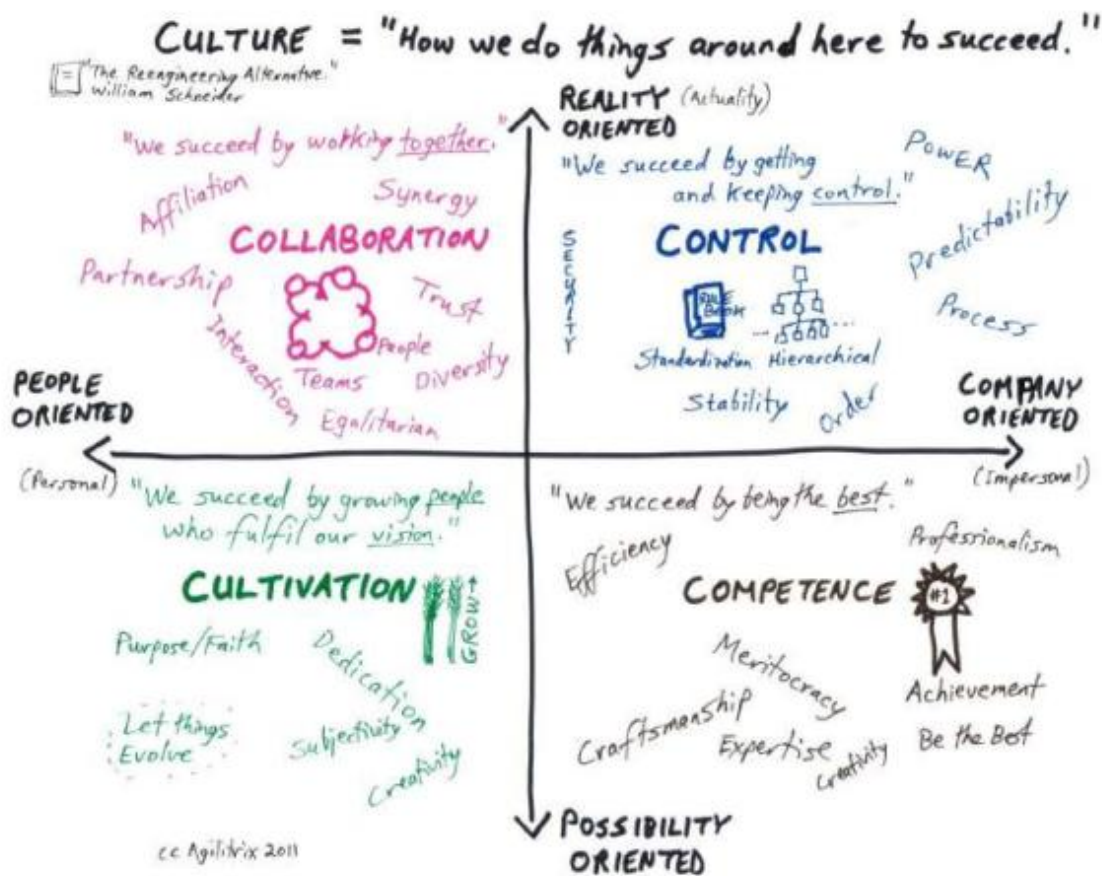


Figure 2-1: Schneider's Core Cultures (Arora & Baronikian, 2013, 132)

### 2.1.2 Leadership Concept

The various qualities, attitudes, and actions that leaders employ to communicate with their subordinates are collectively referred to as their leadership style. Think of leadership as the pattern of managerial action intended to combine organizational or individual interests and impacts in order to accomplish specific goals. Every organization has a variety of leadership philosophies. Every leader has an own style.

Effective leaders will base their strategies on the situation, the people involved, and the desired result. The effectiveness of a leader and their eventual success are intimately tied to their capacity to modify their style in response to these factors, (Mgallah, 2024).

According to (Adewuyi, 2023), there is a connection between project success and leadership style, and it is crucial for a number of reasons. Project managers can select the best strategy for their particular projects by knowing how various leadership philosophies impact project results. Determine which approaches are most likely to result in success as well, so that training and development initiatives can improve the efficacy of leadership. Additionally, it helps project teams understand how important leadership is to reaching project objectives, which promotes improved manager-team collaboration and communication. Creating better project management procedures, such as leadership development courses that encourage the use of successful approaches, can also help organizations. additionally, a thorough comprehension of the elements that affect project success and failure, opening the door for future improvements in methodology.

Decision-making abilities are equally crucial in project leadership. Projects often involve complex and uncertain situations, requiring leaders to make decisions under pressure.

Effective decision-making involves problem-solving skills, analytical abilities, and judgement. Project leaders must be able to identify and analyze issues, evaluate potential solutions, and make decisions that best serve the project's objectives. This includes the ability to make tough decisions when faced with trade-offs between the often-competing demands of time, cost, scope, and quality. Furthermore, decision-making in project management is often a collaborative process. Leaders must therefore have the ability to facilitate group decision-making, encouraging input from team members, managing differing opinions, and building consensus. In addition, project leaders need the ability to anticipate future trends and scenarios, and plan accordingly. This forward-thinking approach is integral to risk management, contingency planning, and ensuring the project's sustainability and long-term success, (Fokina, *et al.*, 2023).

### 2.1.3 Leadership Strategies

Project implementation is the process of taking abstract concepts from proposals and turning them into a realistic presentation while maintaining a high level of interest in the goals and making use of the time, money, and human resources available to produce high-quality results. Project implementation can be divided into four stages: the initiation phase, which involved analyzing the work plan; the planning phase, which takes into account the available resources in relation to the strict deadlines and goals; the implementation phase, which involves putting the ideas in the paper into action; and the closing phase, which compares the output to the input and identifies the successes, the difficulties, and ways to improve the project going forward. It goes without saying that effective leadership is essential during each of these stages and is crucial when moving from one to the next.

Therefore, it is impossible to isolate leadership from any stage of project implementation, (Renzi, 2020).

According to Lategan and Fore, there are four components that are necessary for using effective project management leadership techniques: trust, effective teamwork, effective communication, and effective cooperation. the project team, internal clients, and the larger business can all benefit from effective communication. For the broader organization to align with its goals, effective cooperation is necessary. Within the internal project team, effective teamwork is achieved, and trust is exercised throughout the project's life cycle, (Lategan & fore, 2015).

leadership style according to (Malachowsky, 2018) is that Every team has a preferred leadership style, just as every person does. Leaders as people also tend to have a specific style. Every leadership experience stresses one of three things in addition to the mechanics of the leadership style itself: the team, the leader, or individual team members. It also emphasizes a strategy that puts harmony or productivity first. The (Institute of Project Management, 2022) mentioned 10 types of leadership styles stated in the Figure 2-2.

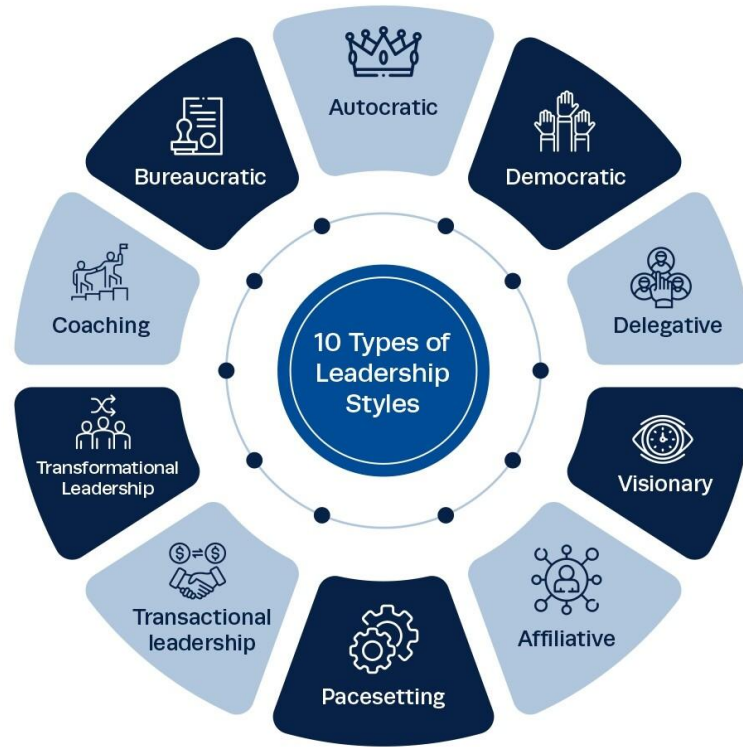


Figure 2-2: 10 Most Common Leadership Styles (Institute of Project Management, 2022)

in the “A Handbook of Leadership Styles” (Çizmeçi, 2020, xi) mentions 17 common types of leadership styles include: Ethical Leadership, Transformational Leadership, Transactional Leadership, Participative Leadership, Servant Leadership, Charismatic Leadership, Authentic Leadership, Spiritual Leadership, Implicit and Explicit Leadership, Autocratic Leadership, Democratic Leadership, Resonant Leadership, Digital Leadership, Cross-Cultural Leadership, Paternalistic Leadership, Complexity Leadership and Coaching Leadership, (Demirtas & Karaca, 2020), The important styles in engineering construction projects are summarized according to the Table 2-2 shown below (Gandu, *et al.*, 2018, 5):

| Nr. | Leadership style            | Characteristics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Autocratic or Authoritarian | <ul style="list-style-type: none"> <li>• Little or no input from group members in decision making.</li> <li>• Leaders make the decisions without consultation.</li> <li>• Group leaders dictate all the work methods, milestone and processes.</li> <li>• Group members are rarely trusted with decisions or important tasks.</li> </ul>                                                                                                                                                                                                                                                                            |
| 2.  | Democratic or Participative | <ul style="list-style-type: none"> <li>• Group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions.</li> <li>• Leader values group discussions and takes input from members</li> <li>• Members of the group feel more engaged in the process.</li> <li>• Creativity is encouraged and rewarded.</li> <li>• Leader supports teamwork and directs subordinates</li> </ul>                                                                                                                                                                                 |
| 3.  | Laissez-Faire or Free-Rein  | <ul style="list-style-type: none"> <li>• Very little guidance from leaders</li> <li>• Complete freedom for followers to make decisions</li> <li>• Leaders provide the tools and resources needed</li> <li>• The leader encourages team members to function independently and work out their problems by themselves,</li> </ul>                                                                                                                                                                                                                                                                                      |
| 4.  | Transactional               | <ul style="list-style-type: none"> <li>• <b>Contingent Reward:</b> Contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments.</li> <li>• <b>Management by Exception (active):</b> Watches and searches for deviations from rules and standards, takes correct action.</li> <li>• <b>Management by Exception (passive):</b> Intervenes only if standards are not meet.</li> </ul>                                                                                                                                                                                  |
| 5.  | Transformational            | <ul style="list-style-type: none"> <li>• <b>Charisma:</b> Provides vision and sense of mission, instills pride, gains respect and trust.</li> <li>• <b>Inspiration:</b> Communicates high expectations, uses symbols to focus efforts, and expresses important purposes in simple ways.</li> <li>• <b>Intellectual Stimulation:</b> Promotes intelligence, rationality, and careful problem solving.</li> <li>• <b>Individualized Consideration:</b> Gives personal attention, treats each employee individually, coaches, and advises.</li> <li>• Leaders wants to transform the team and organization.</li> </ul> |
| 6.  | Bureaucratic                | <ul style="list-style-type: none"> <li>• Work strictly to rules and regulations</li> <li>• Leaders supervise subordinates to ensure conformity with guidelines.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                          |

(Adapted from Bass, 1990, Avolio, 2004, Kandra, 2015, Liphadzi et al., 2015)

Figure 2-1: “Summary of basic characteristics of some leadership styles”

(Gandu, *et al.*, 2018, 5)

#### 2.1.4 Leadership Styles for Project Management

In this part from the chapter, the definition of the Autocratic, Transactional and Transformational styles that we select to use in our research will be explained.

##### 2.1.4.1 Autocratic Leadership Style

One of the most frequently-used types of leadership at all times from past to present. However, there are serious difficulties in defining the concept. The idea that autocratic leadership is an incorrect and dangerous management style in dictatorships and there is no place for authoritarian leadership in a democratic system causes organizations to avoid authoritarian leadership. These ideas are due to an incorrect understanding of the meaning of autocracy and the autocratic leadership notion. Autocratic leadership can be the right kind of leadership at times when there is a shortage of time and where quick decisions need to be taken. The concept provides benefits to organizations when it is used by the correct person at the correct place (Çizmecı, 2020). Authoritarian leadership is most effective when a team is experiencing a crisis or when immediate action is required. This style is typically what people think of when they think of authority and leadership. It can lower morale and drive some of the best team members to look for opportunities elsewhere because it mainly depends on criticism and seldom emphasizes accomplishment. It is preferable to steer clear of or only briefly use this leadership style in the majority of organizational systems (Malachowsky, 2018); Nonetheless, autocratic leadership is abused and is perceived as authoritarian, domineering, and overbearing. As a result, team members get resentful of their inability to offer suggestions. Team members may become passively resistant as a result, necessitating constant pressure and guidance from the

leader to complete tasks. Furthermore, a lack of innovative problem-solving skills brought on by authoritarian leadership can eventually hinder the group's success (Gandu, *et al.*, 2018).

#### 2.1.4.2 Transactional Leadership Style

Transactional leadership underlies most leadership models, which focus on exchanges between leaders and followers. It is an extrinsic-based motivation process by which leaders achieve their goals, while followers receive external rewards for job performance. An example of this type of leadership is the manager who offers rewards, such as promotions, extra pay, or time off, for employees who surpass their goals. Transactional leadership behaviors include interactive goal setting, contingent material reward, contingent personal reward and personal recognition (Tao Xiangxing & Jonathan Musonda, 2021). The emphasis of transactional leadership is on group performance, structure, and monitoring. Its foundation is a system of incentives and sanctions, whereby the team leader inspires team members to meet predetermined performance goals. This leadership approach works particularly well for reaching particular project objectives and benchmarks. Transactional leaders create well-defined organizational structures that specify roles, duties, and the team's line of command. They give clear directions, establish clear goals and performance expectations, and keep a careful eye on how activities are being completed. This can be especially helpful for projects with clearly defined tasks that leave little opportunity for error or ambiguity (Fokina, *et al.*, 2023).

#### 2.1.4.3 Transformational Leadership Style

The capacity to inspire and motivate team members to surpass their personal performance goals and realize a shared vision is a hallmark of transformational leadership, by establishing a

compelling and distinct vision, coordinating it with the values and objectives of the team, and fostering a sense of dedication and purpose, transformational leaders motivate their groups. They are frequently dynamic individuals that set a good example and exhibit a great deal of enthusiasm and vigor for the endeavor. the ability of transformational leadership to promote innovation and excellent performance is one of its main advantages in project management (Korakis & Poulaki, 2025), Transformational leaders can encourage a culture of innovation and risk-taking by motivating and empowering their staff, which will allow them to investigate novel concepts and solutions. This can be especially helpful for intricate jobs that call for creative solutions. Additionally, transformational leaders place a high priority on mentoring and personal growth. They actively participate in the development of their team members, offering them feedback, encouragement, and support to help them grow and realize their full potential. This raises team morale and decreases turnover while also enhancing the team's capabilities and encouraging engagement and loyalty.

Additionally, transformative leadership can improve teamwork. These leaders can foster a sense of cohesion and collaboration within the team by encouraging common objectives and ideals. This can enhance communication and coordination and lessen conflict (Fokina, *et al.*, 2023),

The transformational leader ensures that the transformation takes place when the required behavior is performed as a whole. When the leader applies these features and injects these features to the target audience, success will be inevitable and the transformation will be realized. The results obtained from the research show that there is a significant relationship between transformational leadership behaviors and organizational commitment and the hypothesis is confirmed. The target audience in transformational leadership is the focal point. If the target audience is endowed by the feeling that he/she is cared about, the dependence on the

organization will increase and the “my mentality” will be completely transformed into “our mentality.”

In today’s world where technology is changing every day, competition is peaked and those who cannot keep up with innovation cannot survive, there is a need for transformational leaders who can pass this process successfully (Çizmeci, 2020).

## 2.2 Theoretical Basis of the Study

The theoretical basis of our study is searching the effects of a manager's leadership style on project management success is rooted in various leadership theories and concepts, which can be included as follows:

### 2.2.1 Leadership Theories

According to the handbook of leadership styles, (Çizmeci, 2020), there are three modern theories of leadership styles. In this research, we address the authoritarian, transformational, and Transactional leadership styles from the perspective of these three theories, which are:

**2.2.1.1 Trait Theory:** There are several attributes that set a leader apart from their followers, according to the theory of traits. To identify these traits, there are essentially four different kinds of studies. The first aims to investigate the qualities and abilities required of someone who plans to be an informal group leader or seek a career in leadership. Finding out how a leader's skills and traits contribute to his performance in his current capacity is the goal of the second kind of inquiry. In order to identify the skills and traits of top candidates who merit a promotion, the third kind of research is a lengthy study that takes many years to complete. Comparing effective leaders is the goal of the fourth category of research. These studies examine the distinctions and

parallels between managers who achieve success and the skills and traits of managers who are unable to advance in their careers (Demirtas & Karaca, 2020).

**2.2.1.2 Behavioral Leadership Theories:** The 1940s saw the start of the investigation into this idea. According to behavioral theory, leaders are best described by their actions, and this theory makes the assumption that certain behaviors are what set them apart. An individual's leadership style is demonstrated by the way they handle problems, demonstrate their skills, and approach tasks (Mgallah, 2024).

The behavioral theory of leadership places more emphasis on a leader's actions than on their innate qualities. According to him, there are three primary types of leadership behaviors: task performance, which involves the leader's efforts to focus on the team's more concrete goals, like work quantity, quality, and efficiency; group maintenance behaviors, which involve the leader's actions to maintain social stability, cooperation, and group cohesiveness; and participation and decision-making. According to this leadership idea, leaders can be distinguished from their followers by their actions. With the conviction that exceptional leaders are created, not born, it places more emphasis on the behaviors of leaders than on their inner states or mental attributes. According to this view, instruction and observation could help people develop their leadership skills (Hussain, 2018).

**2.2.1.3 Situational Leadership Theories:** The theory of situational management and/or leadership was introduced in 1969. Originally known as the "Life Cycle Theory of Leadership" the situational approach's main goal is to steer clear of generic managerial theories that are predicated on shaky assumptions. In actuality, this theory contends that there is no one ideal way to lead and that effective leadership behavior should be contingent on the circumstances. It also identifies task behavior and relationship behavior as two crucial aspects of leader

behavior. Consequently, situational theory entails acknowledging that managers' efficacy and efficiency are contingent upon the relationship between their management style and the circumstances in which they functioned. This is how situational analysis of organizational behavior encourages a more unique and practical perspective on management issues. It starts by analyzing actual problem scenarios that are characterized by a series of cause-and-effect interactions, after which it analyzes the data. In other words, there are several options, one of which might be suitable for the specific circumstance, rather than a single, universally applicable, and ideal course of action (Mbikoyezu, 2019).

### **2.2.2 Project Management Success Factors**

Leadership styles can influence construction projects success criteria, project leader is required to have the technical skills to deal with the scope and cost of the project (Sahasrabuddhe, 2024), Company management and quality produced strongly influence the success of construction projects (Wulansari, *et al.*, 2019), “Monitor & Control activities run throughout the project’s lifecycle” (European Commission, 2023, 16) as shown in figure 2-3. Time savings, resource optimization, and the creation, execution, and assessment of a business strategy all depend on decision-making and problem-solving skills (Idris, *et al.*, 2024), A project must meet the needs of end users and other stakeholders in addition to the three requirements of scope, money, and time in order to be successful (Mgallah, 2024).



Figure 2-3: Monitor & Control activities (European Commission,2023, 17)

### 2.2.3 Cultural Behaviors

In various societies, culture has a significant impact on how people view what makes for effective leadership. It is obvious that cultures have a significant impact on the many opinions and expectations that members of a society have about how things should be done. The findings demonstrate that the traits of successful leadership are more likely to correspond with the prevailing command and control paradigm in each culture independently (Jogulu & Wood, 2008), and our study acknowledges the impact of cultural factors on leadership effectiveness, particularly within the context of the construction sector in northern region of Iraq.

#### 2.2.4 Quantitative and Qualitative Methods

To evaluate the connection between project outcomes and leadership styles, the study uses both quantitative (correlation, regression & one-way Anova analysis) and qualitative (interviews) methods, these theoretical frameworks guide the analysis of how different leadership styles can contribute to or detract from project management success, particularly in dynamic and challenging environments in the engineering construction sector in northern region of Iraq.

## CHAPTER 3

### 3.1 METHODOLOGY AND RESEARCH METHODS

#### 3.1.1 Introduction

This section is all about explaining the methodology of the study that is used to ensure that the research questions are well answered. Firstly, the study questions are attended, after that the research Hypothesis have been developed. Secondly there will be a discussion of the sampling and the data collection process. Lastly, examining the validity and reliability analysis of the data. However, the methodology delivers the approach and the instrument by which the study is going to be able to create experimental proof and assess the validity and reliability of the researcher's findings. The study will conduct a survey to test the Hypothesis produced from this study. Surveys will use the correct and appropriate approach that fits this kind of research. This part of the study will also include techniques of data gathering, examination, designing the research, and population and sample, the area of survey, response rate and reliability and validity of research.

#### 3.1.2 Research Design

Normally, for this kind of research, the first thing to be asked is what is the research approach that will be used like determining if it's a qualitative research or quantitative research approach that is going to be employed, whether the study will be investigative, descriptive or hypothesis testing in nature, to answer the previous questions, will make sure that the research is guided within the approval of the specific methods of research employed.

This study will contain the two types of methods, which are quantitative method (survey method) and a qualitative method (interviews) technique. This method includes many Hypotheses assembled and to be examined. The Hypothesis of this research are formed according to the questions of research. This research employs a proportional stratified casual sampling method; it is considered as one of the potentials sampling designs, which each sole component in the population, has a determined and equal opportunity of being chosen as a matter.

Following stages will be to consolidate and design the research. Firstly, it decides what will be examined. In addition, put forth the measurement standard. After defining the measurement standard, the next step is to prepare the questions whereby the interview questions are going to be enlisted. Later, the questionnaires are going to be directly distributed hand by hand to the respondents (samples).

Later on, for the data collection process will start collecting the related data of the study. Lastly, the data will be analyzed, and the findings will be followed by a conclusion. This is to show the exact outcome of the research.

### 3.1.3 Study Hypothesis

The research includes Seven major Hypothesis, which is:

**H1.** There is a significant relationship at the significance level (0.05) between the transformational style and the project management success.

**H2.** There is a significant relationship at the significance level (0.05) between transactional style and the project management success.

**H3.** There is a significant relationship at the significance level (0.05) between authoritarian style and the project management success.

**H4.** There are no statistically significant differences at the significance level (0.05) between Transformational leadership style according to the variables (Gender -Age - Years of Experience - Educational level – Type of Client).

**H5.** There are no statistically significant differences at the significance level (0.05) between Transactional leadership style according to the variables (Gender -Age - Years of Experience - Educational level – Type of Client).

**H6.** There are no statistically significant differences at the significance level (0.05) between Autocratic leadership style according to the variables (Gender -Age - Years of Experience - Educational level – Type of Client).

**H7.** There are no statistically significant differences at the significance level (0.05) between Project Management Success according to the variables (Gender -Age - Years of Experience - Educational level – Type of Client).

These Hypothesis will be tested to determine the extent to which leadership styles affect project outcomes and team dynamics.

### 3.2 Research Tools

This research is conducted based on three independent variables and one dependent variable to be studied and tested. These three independent variables are the Transformational leadership styles, Transactional leadership style, and Autocratic leadership style. They are examined to find out the relationship between them and the dependent variable, which is the project management success. this study will use the questionnaire method in its work, the questionnaire means to organize and put questions together to be able to extract information from the participants to be analyzed. Another reason for employing the questionnaire is to answer the research questions and test the hypothesis. The questionnaire tool consisted of four parts as follows:

**The First Section** of the questionnaire will be about the demographic background, which included gender, age, level of education, and work experience. These questions are going to be asked to make sure that respondents came from different backgrounds as needed by the sampling method.

**The Second Section** of the questionnaire will be about the three factors according to the transformational style's elements, which will be: Charisma or idealized influence, Inspirational motivation, and Personal and individual attention.

**The Third Section** of the questionnaire will be about the transactional style's elements in terms of the following aspects: Contingent Rewards, Active Management by Exception, and Passive Management by Exception.

**The Fourth Section** of the questionnaire will be about the Autocratic style's elements factors and Autocratic style components such as: Centralized Decision-Making, Its impact on creativity and initiative, and Potential for Low Morale.

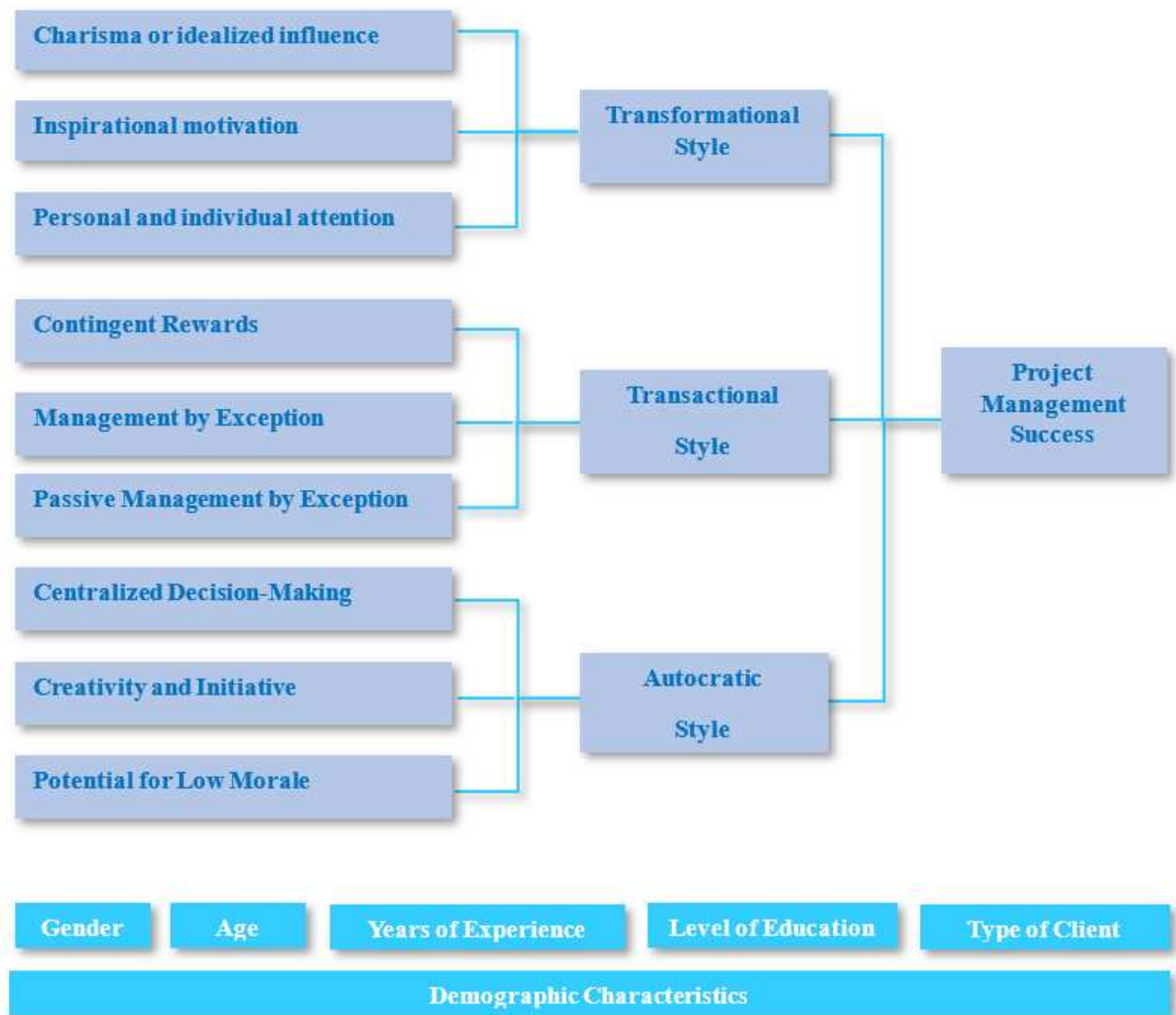


Figure 3-1: Research Framework

**The Last Section** of the questionnaire will be about the project management success as the dependent variable.

These 10 dimensions are transformed into 30 questions that measure the different leadership styles elements and skills on the project management success.

1. The questions from number 1 till number 3: Charisma or idealized influence.
2. The questions from number 4 till number 6: Inspirational motivation.
- 3- The questions from number 7 till number 9: Personal and individual attention.
- 4- The questions from number 10 till number 12: Contingent Rewards.
- 5- The questions from number 13 till number 15: Active Management by Exception.
- 6- The questions from number 16 till number 18: Passive Management by Exception.
- 7- The questions from number 19 till number 21: Centralized Decision-Making.
- 8- The questions from number 22 till number 24: creativity and initiative.
- 9- The questions from number 25 till number 27: Potential for Low Morale.
- 10- The questions from number 28 till number 30: Project Management Success.

The participants who are the expert project leaders are advised to finish the whole questionnaire.

In the 10 dimensions; the level of dimension is Likert scale from 1 to 5. The score level is described as follows:

- 5 = Strongly agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly disagree

### 3.3 Scope of the Study

This research is targeting the engineering construction sector so the populations for this research in general are going to be the expert project managers who works in the northern region of Iraq (Erbil, Dohuk, Sulaymaniyah and Mosul governorates). In addition, this research has chosen the particular respondents to be the samples for the study, the survey was conducted in the winter of 2025 via electronic forms (Google Form) distributed to 171 experts specializing in construction sector projects currently under construction or completed in the winter of 2024, with personal interviews conducted with 5 project managers in Erbil City in February 2025.

### 3.4 Interviews Design

For the questions of the interviews, there will be open questions. The questions will not be limited or trapped into yes or no questions to give the readers more information from the specialized project leaders.

### 3.5 Data Collection Method

In this research, there is a combination of methods, which are the quantitative method and the qualitative method, which increases the task and work on doing the measurements and figures. Only primary data source has been utilized in this research. This Primary data is obtained from the questionnaire's answers that were answered by project managers of the construction projects, as well as the interviews questions' answers.

### 3.6 Data Analysis Method

There is a very famous software program that has been used in the statistical researches to analysis the data needed. This software program is (SPSS). IBM SPSS Statistics 23 gives a researcher the ability to make complicated graphs and illustrations from statistical data. In this study SPSS program will be employed to implement the statistical analysis of the data which will be collected from the answerer's specialized project leaders of various construction projects in the North of Iraq. The relationship and multiple regressions will be employed for revealed statistics. Interview questions are going to be analyzed based on the discussion of the answers of the interviews' questions because the interviews' questions are open questions.

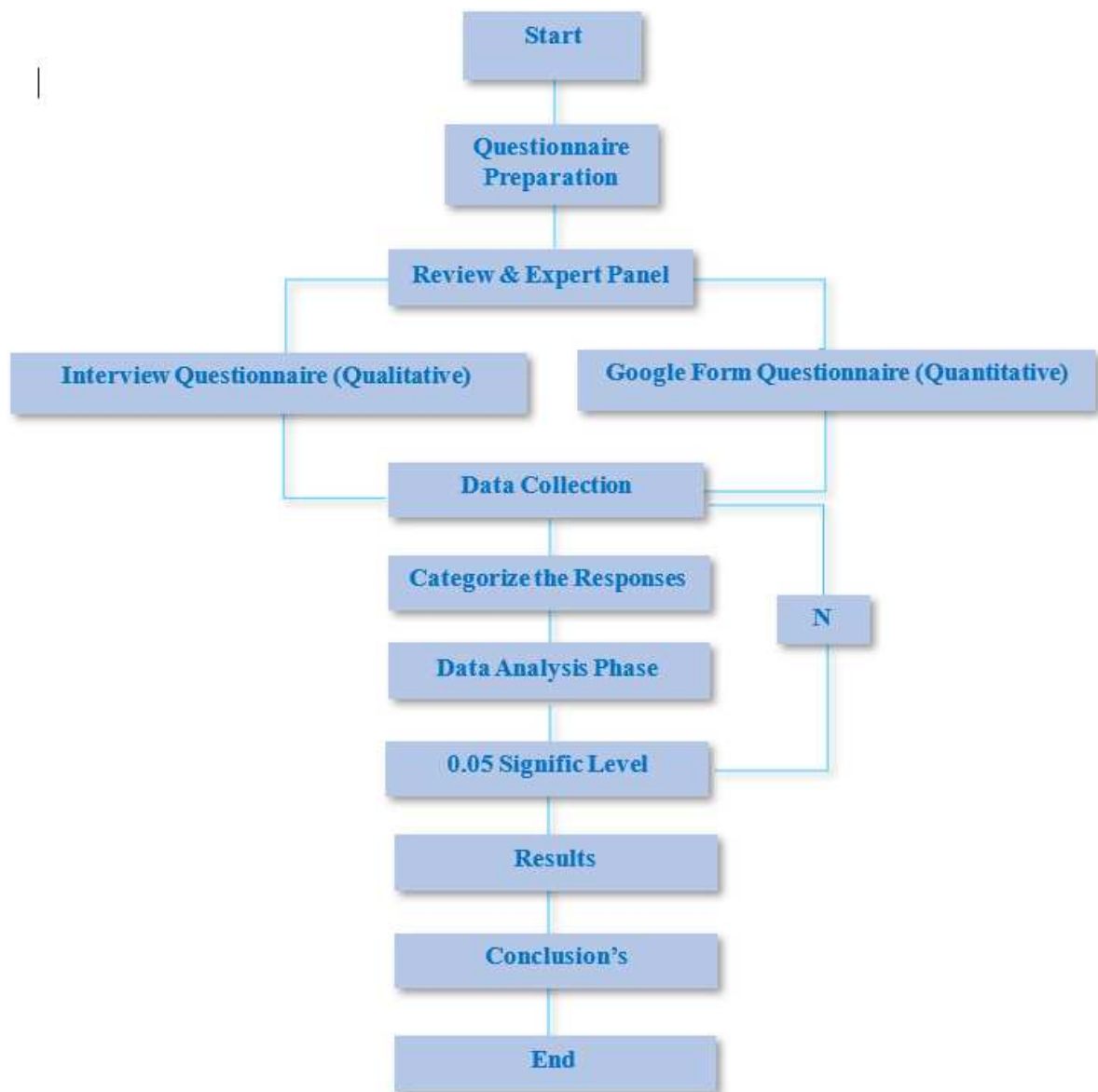


Figure 3-2: Flow chart of the Study

## CHAPTER 4

### 4.1 RESULT AND DISCUSSION

#### 4.1.1 Introduction

This section has prepared to illustrate the obtained data and make the proper discussion based on the previous studies and the gathered primary data. The information for this study was compiled through the Google Form questionnaire booklet via internet social media and 5 interviews, The written responses to open-ended questions, combined with in-depth interviews with experts in the construction projects sector in Erbil City, enriched the research by providing qualitative support and methodological integration. The survey's bilingual design (Arabic and English) ensured inclusivity and minimized linguistic bias, while research structured organization received high satisfaction ratings. This integrated, multilingual approach directly contributed to achieving the study's objectives and addressing its research inquiries through balanced insights reflective of on-ground realities. The pilot study has been done to show how far the participants understanding the questionnaire questions. The goal of this study is to explore how the leadership styles could influence the project management success in Engineering construction projects in the northern region of Iraq (Erbil, Mosul, Dohuk and Sulaymaniyah governorates).

The goals of the questionnaire survey were to know the significance of leadership styles that influence the construction project's success in northern region of Iraq; the study goal is to identify how far the Leadership transformational style, transactional style, and Autocratic

style can affect the construction project's success; the model stands on three primary pillars that reflect three styles of leadership as follows:

#### **4.1.1.1 Transformational Style**

In this style, the transformational leaders, through empathy, intellectual support, and role modeling, transformational leaders inspire teams and promote creativity, dedication, and personal development to propel organizational effectiveness in ever-changing contexts. (Purwanti & Sari, 2024).

#### **4.1.1.2 Transactional Style**

The mean of transactional leadership is to use reward-punishment schemes to accomplish organizational objectives. Results, organized processes, and remedial measures are given top priority by leaders. Among its measurements are: a- Contingent Rewards (providing rewards for achieving goals) and b- Management-by-Exception (passive: acting only after failures; active: proactive error rectification). This approach prioritizes conformity over creativity. (Maundu, et al., 2020).

#### **4.1.1.3 Autocratic Style**

It is a type of leadership that depends on the leader holding all the power, tightly controlling followers, and requiring mindless obedience without question. This approach is typified by the leader making all significant choices alone, concentrating on getting the best results by coercion and rigorous instructions, and ignoring the team's involvement in creative or cooperative processes, (Wang & Guan, 2018). Also, according to (Hassnain, 2022, 2) who mentioned that

“Demirtas and Karaca (2020) have defined autocratic leadership as: ‘A style of management in which the central authority is strong, decisions are taken without questioning, and subordinates are motivated by threats, punishments, and awards’ (Page 296)”.

## 4.2 Pilot Study Analyze

Our study factors have been tested previously by many scholars such as (Micik, 2016; Al-Khaled & Fenn, 2020; Adamu et al., 2022), this study is strive to add the perceived value from the adopted leadership styles and its contribution in increasing the level of construction project success, that will increase the quality and the profitability of the project, and also improve the development of the engineering construction sector in the northern region of Iraq.

The pilot study has been conducted on January 2025, and after presenting the pilot study to a sample of 40 target audience from the research samples, the researcher confirmed the reliability and validity of the questionnaire, the clarity of the questions, and their suitability for the study’s objective. The questionnaire booklet was then presented to a committee of experts and specialized arbitrators at the College of Management/Midoccean University. The Thesis Committee consisted of three experts: Assistant Professor Dr. Al-Faisal Abdul Hamid Muhammad Hassan, who holds a Ph.D. in Engineering Mathematics, Assistant Professor Dr. Fayez Ali Jarad, who holds a Ph.D. in Engineering Systems Analysis, and Dr. Osama Al-Fendi, who holds a Ph.D. in Business Economics. The Thesis Committee provided recommendations for making modifications and valuable additions to the researcher that contributed to increasing the solidity and clarity of the questionnaire booklet. After making the required updates and completing the final version of the questionnaire and approving it by the Thesis Committee in February 2025, the questionnaire was presented in electronic form (Google Form) and

distributed to the targeted samples via e-mail or via the phone social media of the target samples, the total number of surveys were 171. the total percentage of participants was (84.2%), where the number of samples valid for participation in the research data was 144 answers within the group of respondents who were interested in the questionnaire (5 respondents were personally interviewed and 139 via questionnaire booklets distributed electronically), as for the remaining 27 targeted respondents, we did not receive the answer from 23 samples while 4 neglected answers had incomplete information. Thus, the data from these questionnaires are keyed in to the SPSS Version 23 (Statistical Process for Social Science) software for further analysis.

The questionnaire was administered in the northern region of Iraq in February 2025, specifically the governorates of Erbil, Nineveh, Dohuk and Sulaymaniyah, to samples of construction project managers who were carefully selected. As for the 5 personal interviews, they were all conducted in the city of Erbil.

The estimation of reliability and validity of the pilot study was above (0.70) that specify a good internal consistency in the gathered data. The reliability test was connected with a specific end goal to guarantee that the results from the survey were solid and can rely on upon the outcomes of the investigation. The gathered data from the pilot survey in the 4 parts of section, was examined utilizing the frequencies and outlined through graphical diagrams. The outcomes condensed in tables demonstrating the synopsis of the overview of every inquiry that took over section B insights utilizing recurrence investigation. The rating scale has been utilized as a part of section B are Likert 5 scales, which are made out of five-point scale, 1, 2, 3, 4, and 5, as following in Figure 4-1.

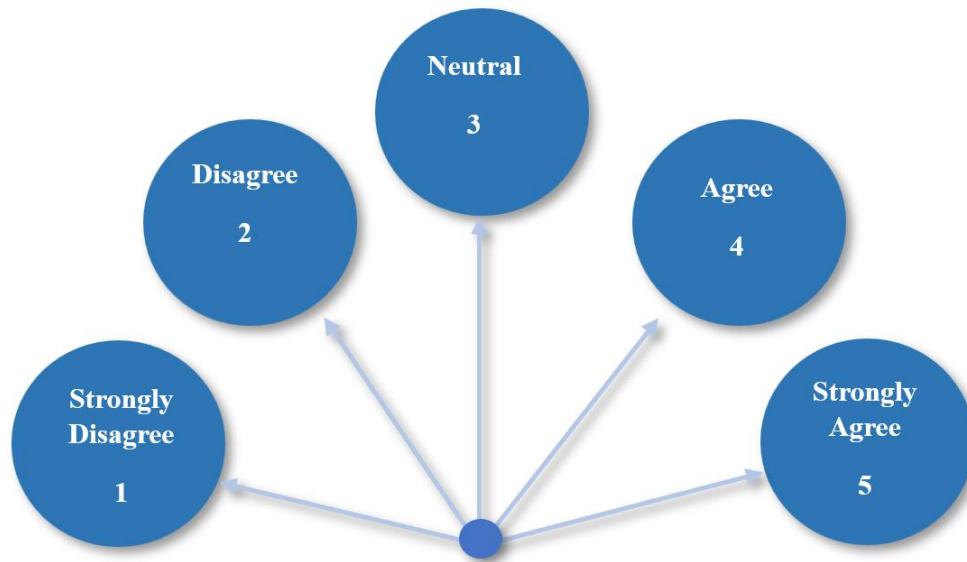


Figure 4-1: Likert 5 scales

The acquired information from the pilot study has investigated by (SPSS) 23, the reason for using (SPSS) software to quantify the inside consistency of the gathering data (instead of quality test), which check the steady esteem is appropriate and true with a value above 0.7. Furthermore, to consider the remarks that drew from the 40 respondents have applied from the pilot test, to improve the comprehension of segments and ensure a high level of clarity.

#### 4.2.1 Reliability Analysis

The alpha coefficient, also referred to as Cronbach's alpha, is used in reliability analysis to evaluate a test's internal consistency. This dependability index assesses how well a scale's items relate to one another and is computed using traditional test theory. Through the analysis of differences between total item scores and overall scores, it aids in determining the dependability of measurements, (Inal, *et al.*, 2016). Examination acquired will be clarified depended on the outcomes that appear in tables as take after the information getting from the pilot test is being

investigated by (SPSS). Keeping in mind the end goal to quantify the regular quality examination was:

- Above (0.70) which is considered strong and reliable.
- Between (0.6) and (0.7) is considered succeed and reliable.

The reliability test for Transformational style variable (independent factor) has a high level of internal consistency, the Cronbach's alpha equals (0.727) as shown in Table 4-1.

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .727                   | 9          |

Table 4-1: Reliability Statistics - Transformational style

The reliability test for Transactional style variable (independent factor) has a good and acceptable level of internal consistency, the Cronbach's alpha equals (0.783) as shown in Table 4-2.

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .783                   | 9          |

Table 4-2: Reliability test - Transactional style

The reliability test for Autocratic style variable (independent factor) has a good and acceptable level of internal consistency; the Cronbach's alpha equals (0.746) as shown in Table 4-3.

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .746                   | 9          |

Table 4-3: Reliability test – Autocratic Style

The reliability test for project management success variable (dependent factor) has a good and acceptable level of internal consistency; the Cronbach's alpha equals (0.702) as shown in Table 4-4.

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .702                   | 3          |

Table 4-4: Reliability test - project management success

## 4.2.2 Demographic Data

### ➤ Gender

According to the survey the sample had a male percentage of 84.72% (n=122) compared with 15.28% (n=22) female. The majority of respondents are male where the female respondents have occupied an administrative position.

|       |        | Frequency | Percent |
|-------|--------|-----------|---------|
| Valid | Male   | 122       | 84.7    |
|       | Female | 22        | 15.3    |
|       | Total  | 144       | 100.0   |

Table 4-5: Gender

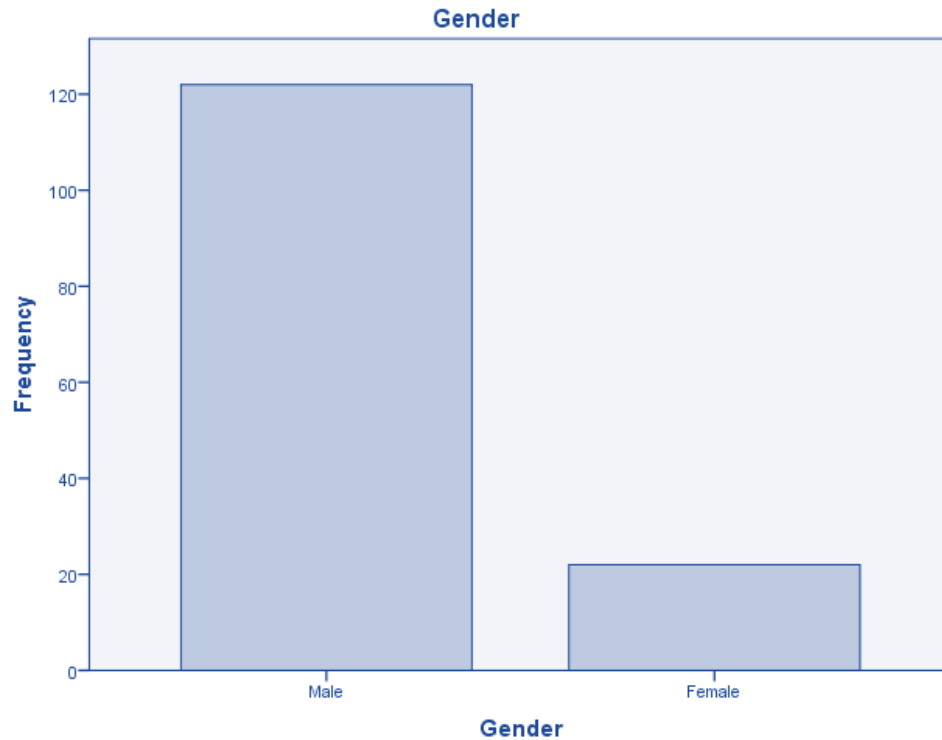


Figure 4-2: Gender graph

#### ➤ Age

The age of majority is the group (40 - 49 years old) the sample comprised of 31.94% for this group (n=46), age group of (50 years old and over) comes second, one sample behind the majority category, it had a percentage of 31.25% and (n=45). age group of (31 - 39 years old) had a percentage of 22.22% and (n=32), and age group of (20 - 30 years old) had a percentage of 14.58%.

Table 4-6: Age

|       |                       | Frequency | Percent |
|-------|-----------------------|-----------|---------|
| Valid | 20 - 30 years old     | 21        | 14.58   |
|       | 31 - 39 years old     | 32        | 22.22   |
|       | 40 - 49 years old     | 46        | 31.94   |
|       | 50 years old and over | 45        | 31.25   |
|       | Total                 | 144       | 100.0   |

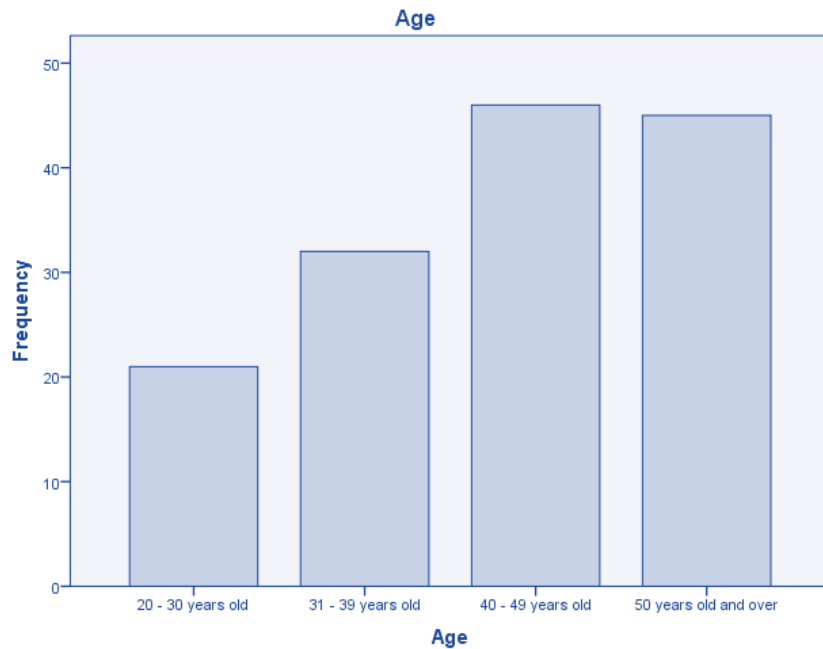


Figure 4-3: Age graph

#### ➤ Years of Experience

Years of experience demographic part shows that largest category percentage of the Target samples was with (21 years & above) which had 43.75% of the sample and (n=63), then the group of (11-20 years) that had 27.08% with (n=39), the group of (5-10 years) had 14.58% with (n=21), and the same repetition 14.58% with (n=21) is repeated for the group (5 years & less).

|       |                  | Frequency | Percent |
|-------|------------------|-----------|---------|
| Valid | 5 years & less   | 21        | 14.58   |
|       | 5-10 years       | 21        | 14.58   |
|       | 11-20 years      | 39        | 27.08   |
|       | 21 years & above | 63        | 43.75   |
|       | Total            | 144       | 100.0   |

Table 4-7: Years of Experience

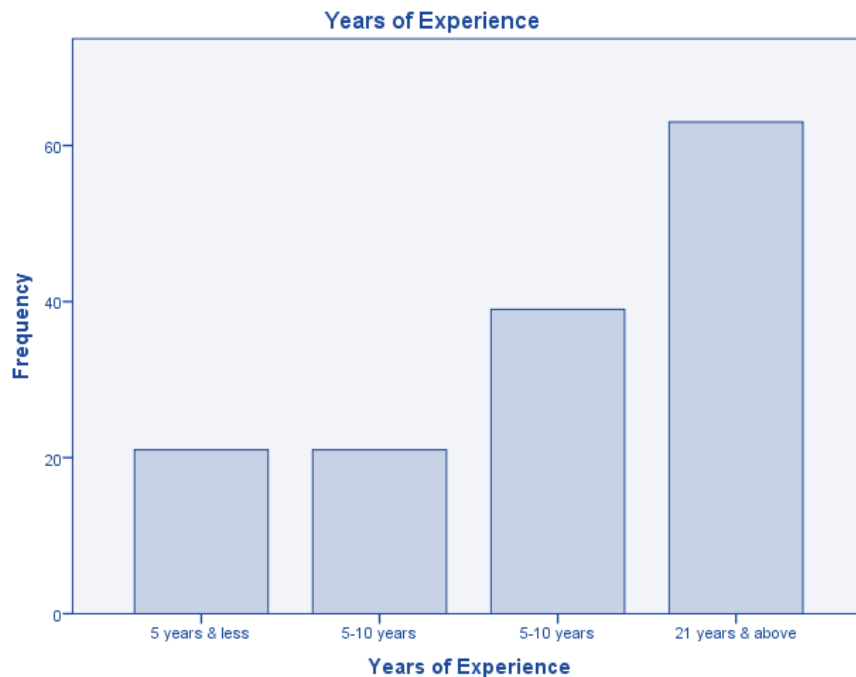


Figure 4-4: Years of Experience graph

#### ➤ Educational Level

In educational level information, the sample had 70.83% of bachelor certificate holder (n=102), where the second educational level group was a master certificate holder staff by 18.75% and (n=27), the third group was a Ph.D. certificate holder staff by 9.72% and (n=14), the Others category had 0.69% and (n=1), and the last educational category represents Diploma had no percent 0.0% with zero sample (n=0).

|       |          | Frequency | Percent |
|-------|----------|-----------|---------|
| Valid | Diploma  | 0         | 0.0     |
|       | Bachelor | 102       | 70.83   |
|       | Master   | 27        | 18.75   |
|       | Ph.D.    | 14        | 9.72    |
|       | Others   | 1         | 0.69    |
|       | Total    | 144       | 100.0   |

Table 4-8: Educational level

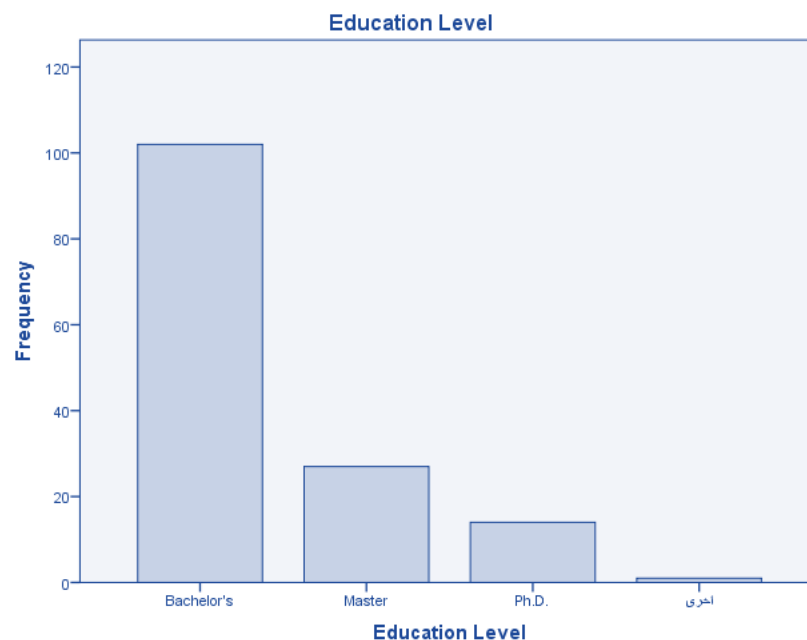


Figure 4-5: Educational level graph

#### ➤ Type of Client

Type of Client ensures that most of the Respondents belong to (General Sector) group with 53.47% of the sample and (n=77), compared with group (Special Sector) that had 46.53% with (n=67).

|       |                | Frequency | Percent |
|-------|----------------|-----------|---------|
| Valid | Special Sector | 67        | 46.53   |
|       | General Sector | 77        | 53.47   |
|       | Total          | 144       | 100.0   |

Table 4.9: Type of Client

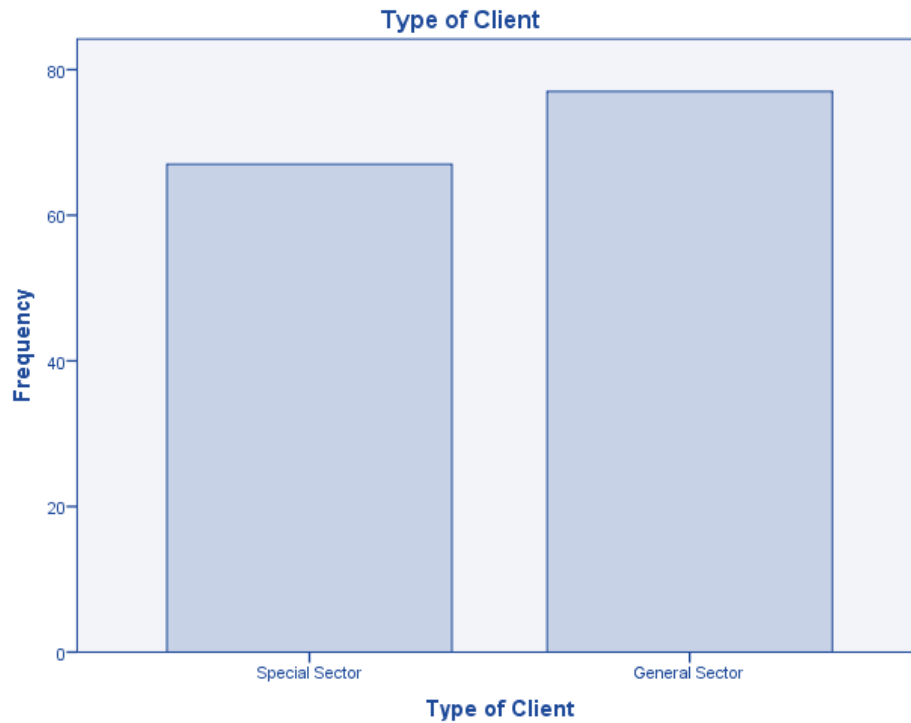


Figure 4-6: Type of Client graph

#### 4.2.3 Data Descriptive

Descriptive statistics are a representation that makes understanding easier method for characterizing and summarizing data using measures of central tendency (mean, median, mode), dispersion (range, variance, standard deviation), and distribution shape. It is used to first examine data before coming to intricate conclusions in domains including engineering, economics, social sciences, and healthcare research's (Amin, 2023), The mean score for transformational style variable was (4.1) implying that respondents on average agree with their statements regarding the perception toward the charisma or idealized influence, inspirational motivation and personal with individual attention transformational leadership factors. Consequently, the sample emphasized the role of transformational style of leadership factors in determining the potential success of the project management and the project team's

performance, efficiency, and productivity, which helps to increase the expected level of project teams. Furthermore, the standard deviation for the subscale variable was (0.38).

| Descriptive Statistics |     |        |                |
|------------------------|-----|--------|----------------|
|                        | N   | Mean   | Std. Deviation |
| AVG_Transformational   | 144 | 4.1096 | .38332         |
| AVG_Transactional      | 144 | 4.3079 | .35301         |
| AVG_Autocratic         | 144 | 3.5826 | .44488         |
| AVG_Project_Success    | 144 | 4.1782 | .45788         |
| Valid N (list wise)    | 144 |        |                |

Table 4-10: Data Descriptive

The mean score for transactional leadership style was (4.3) inferring that the respondents all things considered concur with the variable statement, in regards to the part of this style of administration in accomplishing the abnormal state of task administration achievement and undertaking group's profitability, productivity, and execution. Hence, the specimen in the study was stressed the significance of value-based initiative contingent rewards, active management by exception and passive management by exception style factors in upgrading the ventures group's yield, which prompts enhance the undertaking operations. furthermore, the standard deviation for the subscale variable was (0.35).

The mean score for autocratic leadership style was (3.6) suggesting that the respondents all things considered concur with the variable statement, in regards to the Centralized Decision-Making, Creativity and Initiative and Potential for Low Morale autocratic style factors In order to achieve the project objectives and its success as required, Subsequently, the example in the study was accentuated the significance of leaders in project success through centralization of

decision-making and strictness, although it limits creativity and lowers morale. furthermore, the standard deviation for the subscale variable was (0.44).

The mean score for project management success was (4.2), indicating that respondents largely agree with the statement regarding the importance of leadership in ensuring project integrity, which significantly influences project success. Consequently, the study emphasized how a project manager's ethical sense and integral project plan impact decision-making quality within the team, as they value the trust placed in them. Additionally, the standard deviation for this subscale variable was (0.46).

#### 4.2.4 Correlation Test

There are three major Hypothesis in the correlation and regression test, which is:

**H1.** There is a significant relationship between the transformational style and the project management success.

**H2.** There is a significant relationship between transactional style and the project management success.

**H3.** There is a significant relationship between Autocratic style and the project management success.

| Correlations    |                     |                |              |                |                         |
|-----------------|---------------------|----------------|--------------|----------------|-------------------------|
|                 |                     | AVG_Transform. | AVG_Transac. | AVG_Autocratic | AVG_Project<br>_Success |
| AVG_Transforma. | Pearson Correlation | 1              | .391**       | .338**         | .114                    |
|                 | Sig. (2-tailed)     |                | .000         | .000           | .175                    |
|                 | N                   | 144            | 144          | 144            | 144                     |
| AVG_Transac.    | Pearson Correlation | .391**         | 1            | .307**         | .389**                  |
|                 | Sig. (2-tailed)     | .000           |              | .000           | .000                    |
|                 | N                   | 144            | 144          | 144            | 144                     |
| AVG_Autocratic  | Pearson Correlation | .338**         | .307**       | 1              | .112                    |
|                 | Sig. (2-tailed)     | .000           | .000         |                | .18                     |
|                 | N                   | 144            | 144          | 144            | 144                     |

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

Table 4-11: Pearson correlation test

A correlation test is one of the SPSS analyze methods that yields a coefficient ( $r$ ) that ranges from -1 to +1, indicating the direction and degree of the association between two quantitative variables. The significance (p-value) indicates if the link is non-random, and it is predicated on normality, linearity, and homoscedasticity (Kafle, 2019).

The correlation test has used in the study to determine the relationship between the independent variables and the dependent variable of the study. Pearson correlation has used to find out the relationship among the study variables. The obtained findings from the correlation test as follow; there is no clear significant relationship between Transformational leadership style and project management success, because Transformational leadership style and project management success factor correlation ( $P \geq 0.01$ ), noting that there is a positive and significant relationship between transactional leadership style and project management success factor and

correlation value is ( $P \leq 0.01$ ), and there is not clear significant relationship between Autocratic leadership style and project management success factor the correlation value ( $P \geq 0.01$ ).

It should be also noted that a moderate positive correlation was found between transactional leadership variable and project management success factor ( $r=0.389$ ) followed by very weak positive relationship between Transformational leadership style and project management success factor ( $r=0.114$ ), the relationship between Laissez leadership style and project management success factor was ( $r=0.112$ ) which indicate a very weak positive correlation.

#### 4.2.5 Regression Test

“Linear regression is a method for modeling data sets that may be partitioned into linear subsets and for establishing causality between variables. There are two main types of linear regression: simple and multiple” (Junaid, 2022, 5).

| Model Summary <sup>b</sup> |                   |          |                   |                            |                   |          |     |     |               |
|----------------------------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| Model                      | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|                            |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1                          | .391 <sup>a</sup> | .153     | .135              | .42591                     | .153              | 8.425    | 3   | 140 | .000          |

a. Predictors: (Constant), AVG\_Autocratic, AVG\_Transactional, AVG\_Transformational

b. Dependent Variable: AVG\_Project\_Success

Table 4-12: Regression test (Model Summary)

A linear regression was tested to predict the project management success based on the type of leadership styles (transformational style, transactional style, and Autocratic style). The regression test results that shown in tables (12, 13, and 14) show a significant regression equation was found ( $F(3,140) = 8.425, P < .001$ ), with  $R^2$  of (0.153). F value Indicates that the model as a whole (with independent variables) is statistically significant ( $p < 0.05$ ) Where F is obtained from:

Mean Square Residual (MSE)/ Mean Square Regression (MSR)

$$F = 0.181 / 1.528 = 8.425$$

from the table 4.14, its noticed that most of the leadership coefficients (Transformational, Autocratic) are statistically insignificant (Sig. > 0.05), indicating that they do not contribute significantly to the regression test model, whereas the (Transactional Leadership style) is the only variable that has a statistically significant effect on project success. and regarding the model quality a Sig. value in the ANOVA table = 0.000 indicates that the model as a whole is statistically significant, due to the effect of AVG\_Transactional leadership style.  $R^2$  value = 0.693 (from the previous Model Summary table) means that the model explains 69.3% of the variance in project success.

| ANOVA <sup>a</sup> |            |                |     |             |       |                   |
|--------------------|------------|----------------|-----|-------------|-------|-------------------|
| Model              |            | Sum of Squares | df  | Mean Square | F     | Sig.              |
| 1                  | Regression | 4.585          | 3   | 1.528       | 8.425 | .000 <sup>b</sup> |
|                    | Residual   | 25.396         | 140 | .181        |       |                   |
|                    | Total      | 29.981         | 143 |             |       |                   |

a. Dependent Variable: AVG\_Project\_Success

b. Predictors: (Constant), AVG\_Autocratic, AVG\_Transactional, AVG\_Transformational

Table 4-13: Regression test (ANOVA)

| Coefficients <sup>a</sup> |                             |            |                            |       |      |              |         |       |                         |       |
|---------------------------|-----------------------------|------------|----------------------------|-------|------|--------------|---------|-------|-------------------------|-------|
| Model                     | Unstandardized Coefficients |            | Standard ized Coefficients | T     | Sig. | Correlations |         |       | Collinearity Statistics |       |
|                           | B                           | Std. Error | Beta                       |       |      | Zero-order   | Partial | Part  | Tolerance               | VIF   |
| (Constant)                | 2.125                       | .505       |                            | 4.211 | .000 |              |         |       |                         |       |
| AVG_Transform.            | -.055                       | .104       | -.046                      | -.531 | .597 | .114         | -.045   | -.041 | .794                    | 1.259 |
| AVG_Transac.              | .526                        | .112       | .406                       | 4.703 | .000 | .389         | .369    | .366  | .812                    | 1.231 |
| AVG_Autocratic            | .004                        | .087       | .003                       | .040  | .968 | .112         | .003    | .003  | .850                    | 1.177 |

a. Dependent Variable: AVG\_Project\_Success

Table 4-14: Regression test (Coefficients)

The Coefficients in the Table 4-14 can be Interpreted as:

| Variable Coefficient | (B) Statistical | Significance (Sig.) | Interpretation                                                                                       |
|----------------------|-----------------|---------------------|------------------------------------------------------------------------------------------------------|
| Constant             | 2.125           | 0.000               | Value of successful project in the absence of all leadership variables (independent variables).      |
| AVG_Transform.       | -0.055          | 0.597               | Each increase in transformational leadership reduces success by 0.055 (statistically insignificant). |
| AVG_Transac.         | 0.526           | 0.000               | Each increase in transactional leadership increases success by 0.526 (statistically significant).    |
| AVG_Autocratic       | 0.004           | 0.968               | Almost no effect and statistically insignificant.                                                    |

Table 4-15: Interpretation of Coefficients

in the Linear Regression Plots, If the points are close to a straight line, this indicates that the data follows a normal distribution. If the points deviate from the line, this indicates a deviation from the normal, and you may need to transform the data or use non-parametric tests. and in our model the graph shows a clear relationship between the variables (with the ascending line), which confirms the existence of a significant effect of the independent variables on success. as for the scatterplot, which " You can plot any two of the following: the dependent variable, standardized predicted values, standardized residuals, deleted residuals, adjusted predicted values, Studentized residuals, or Studentized deleted residuals. Plot the standardized residuals against the standardized predicted values to check for linearity and equality of variances." (IBM, 2022, 138), and based on the regression equation for our model ( $\text{Success} = 2.125 + 0.526 \times \text{Transactional Leadership Success}$ ), the graph shows closely spaced and organized points, supporting the hypothesis that transactional leadership improves success.

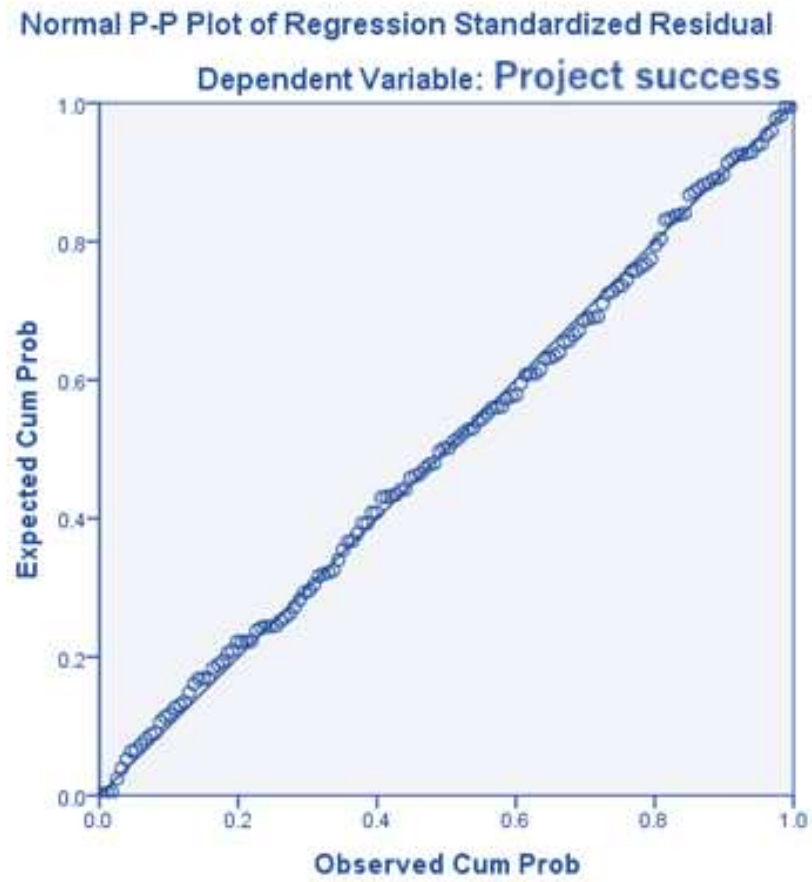


Figure 4-7: Normal P-P Plot of Regression Standardized Residual

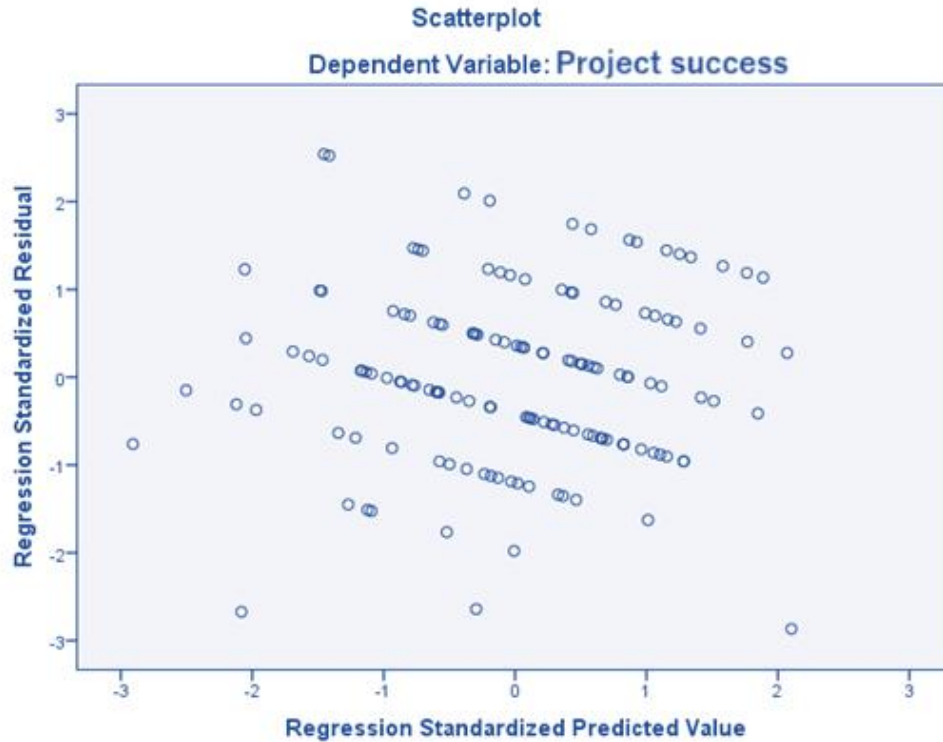


Figure 4-8: Scatterplot

#### 4.2.6 Regression Equation

$$Y = b_0 + b_1 x_1 + b_2 x_2 + b_3 x_3$$

Y= dependent variable (Project management success).

X= independent variable (Leadership style)

In our model (Transactional leadership style) has been included because the significant value was less than (0.05), the regression equation will be:

$$\text{P.M.S (Y)} = 2.125 + 0.526 (\text{AVG\_Transactional style})$$

From table 4.10 (data descriptive), the Mean of the AVG\_Transactional is 4.3079 on Likert fifth scale.

Project management success =  $2.125 + 0.526 \times 4.3079 = 4.390$

which mean very high level of success (87.8%) according to the predictions generated by our statistical model. with excluding other factors not included in the model that affect actual success (e.g. resources, technical complexities, etc...)

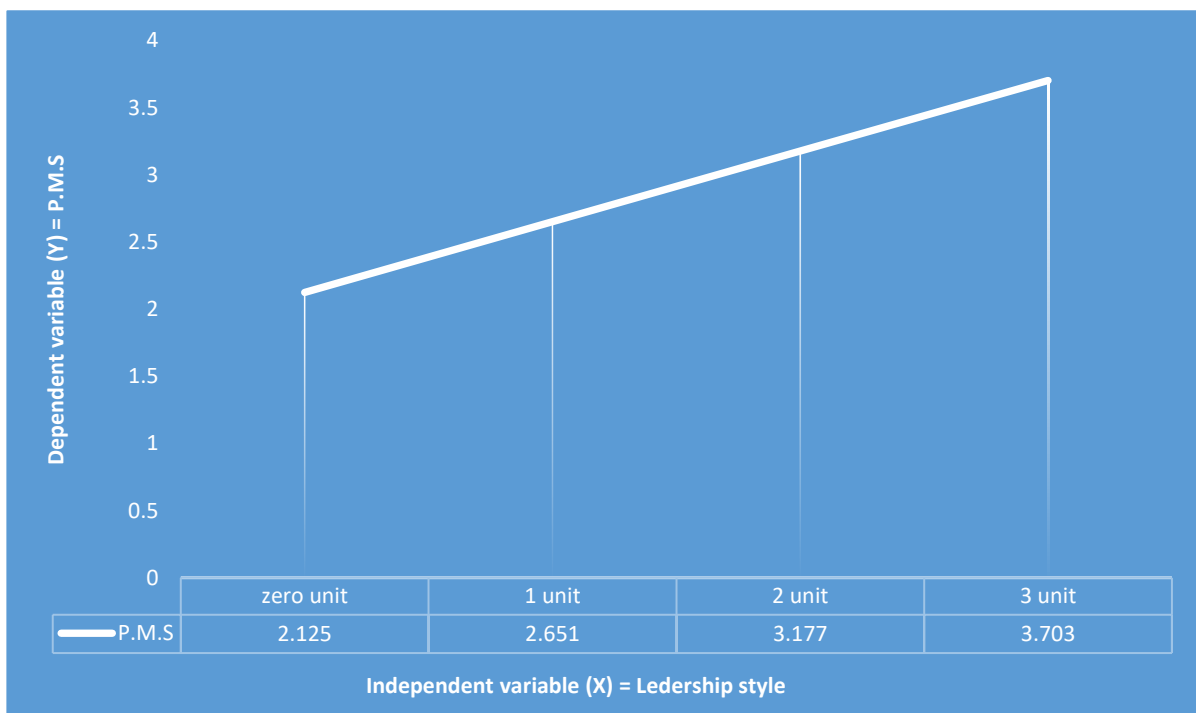


Figure 4-9: Regression Model

Thus, we can formulate the answer to our Hypothesis that explore the relationship as below:

**H1.** No statistically significant relationship was found between transformational leadership style and project management success ( $p = 0.597$ ) at the 0.05 significance level.

**H2.** There is a significant relationship between transactional style and the project management success ( $p = 0.000$ ) at the 0.05 significance level.

**H3.** No statistically significant relationship was found between Autocratic leadership style and project management success ( $p = 0.968$ ) at the 0.05 significance level.

### 4.3 One- Way ANOVA Test

One-way Anova is used to learn more about the relationship between independent and dependent variables while working with three or more data sets (Suleiman, 2022), It was used in our research specifically to explore the effect of demographic factors (gender, age, years of experience, job level, type of client) on the study variables (transactional, authoritarian, transformational leadership, project success), according to the following Hypothesis:

**H4.** There are no statistically significant differences at the significance level (0.05) between Transformational leadership style according to the variables (Gender -Age - Years of Experience - Educational level – Type of Client).

**H5.** There are no statistically significant differences at the significance level (0.05) between Transactional leadership style according to the variables (Gender -Age - Years of Experience - Educational level – Type of Client).

**H6.** There are no statistically significant differences at the significance level (0.05) between Autocratic leadership style according to the variables (Gender -Age - Years of Experience - Educational level – Type of Client).

**H7.** There are no statistically significant differences at the significance level (0.05) between Project Management Success according to the variables (Gender -Age - Years of Experience - Educational level – Type of Client).

|                            |                | Sum of Squares | df  | Mean Square | F     | Sig. |
|----------------------------|----------------|----------------|-----|-------------|-------|------|
| AVG_Transformational Style | Between Groups | .222           | 1   | .222        | 1.516 | .220 |
|                            | Within Groups  | 20.790         | 142 | .146        |       |      |
|                            | Total          | 21.012         | 143 |             |       |      |
| AVG_Transactional Style    | Between Groups | .291           | 1   | .291        | 2.357 | .127 |
|                            | Within Groups  | 17.529         | 142 | .123        |       |      |
|                            | Total          | 17.820         | 143 |             |       |      |
| AVG_Autocratic Style       | Between Groups | .027           | 1   | .027        | .216  | .715 |
|                            | Within Groups  | 28.276         | 142 | .199        |       |      |
|                            | Total          | 28.302         | 143 |             |       |      |
| AVG_Project M. Success     | Between Groups | .046           | 1   | .046        | .216  | .643 |
|                            | Within Groups  | 29.935         | 142 | .211        |       |      |
|                            | Total          | 29.981         | 143 |             |       |      |

Table 4-16: ANOVA - Gender

|                            |                | Sum of Squares | df  | Mean Square | F     | Sig. |
|----------------------------|----------------|----------------|-----|-------------|-------|------|
| AVG_Transformational Style | Between Groups | .673           | 3   | .224        | 1.545 | .206 |
|                            | Within Groups  | 20.339         | 140 | .145        |       |      |
|                            | Total          | 21.012         | 143 |             |       |      |
| AVG_Transctional Style     | Between Groups | .263           | 3   | .088        | .699  | .554 |
|                            | Within Groups  | 17.557         | 140 | .125        |       |      |
|                            | Total          | 17.820         | 143 |             |       |      |
| AVG_Autocratic Style       | Between Groups | 1.395          | 3   | .465        | 2.419 | .069 |
|                            | Within Groups  | 26.908         | 140 | .192        |       |      |
|                            | Total          | 28.302         | 143 |             |       |      |
| AVG_Project M. Success     | Between Groups | 1.143          | 3   | .381        | 1.850 | .141 |
|                            | Within Groups  | 28.838         | 140 | .206        |       |      |
|                            | Total          | 29.981         | 143 |             |       |      |

Table 4-17: ANOVA – Age

|                            |                | Sum of Squares | df  | Mean Square | F     | Sig. |
|----------------------------|----------------|----------------|-----|-------------|-------|------|
| AVG_Transformational Style | Between Groups | 1.023          | 3   | .341        | 2.389 | .071 |
|                            | Within Groups  | 19.989         | 140 | .143        |       |      |
|                            | Total          | 21.012         | 143 |             |       |      |
| AVG_Transctional Style     | Between Groups | .683           | 3   | .228        | 1.860 | .139 |
|                            | Within Groups  | 17.137         | 140 | .122        |       |      |
|                            | Total          | 17.820         | 143 |             |       |      |
| AVG_Autocratic Style       | Between Groups | 2.257          | 3   | .752        | 4.044 | .009 |
|                            | Within Groups  | 26.045         | 140 | .186        |       |      |
|                            | Total          | 28.302         | 143 |             |       |      |
| AVG_Project M. Success     | Between Groups | 2.033          | 3   | .678        | 3.394 | .020 |
|                            | Within Groups  | 27.948         | 140 | .200        |       |      |
|                            | Total          | 29.981         | 143 |             |       |      |

Table 4-18: ANOVA – Years of Experience

Differences appears in the Tukey analysis for the Autocratic style between the 5 years & less group with 5-10 years (Mean Diff. = 0.32,  $p = 0.032$ ), also the 5 years & less group with 21 years & above group (Mean Diff. = 0.32,  $p = 0.020$ ). The differences in Project Management Success were due to the difference in the answers of the 5-10 years group with the 21 years & above group (Mean Diff. = -0.24,  $p = 0.040$ ).

**Multiple Comparisons**

| Tukey HSD              |                  |                  |                       |            |      |                         |             |
|------------------------|------------------|------------------|-----------------------|------------|------|-------------------------|-------------|
| Dependent Variable     |                  |                  | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval |             |
|                        |                  |                  |                       |            |      | Lower Bound             | Upper Bound |
| AVG_Autocratic Style   | 5 years & less   | 5-10 years       | .32397*               | .11674     | .032 | .0204                   | .6275       |
|                        |                  | 21 years & above | .31922*               | .10868     | .020 | .0366                   | .6018       |
|                        | 5-10 years       | 5 years & less   | -.32397*              | .11674     | .032 | -.6275                  | -.0204      |
|                        | 21 years & above | 5 years & less   | -.31922*              | .10868     | .020 | -.6018                  | -.0366      |
| AVG_Project M. Success | 5-10 years       | 21 years & above | -.24420*              | .09103     | .040 | -.4809                  | -.0075      |
|                        | 21 years & above | 5-10 years       | .24420*               | .09103     | .040 | .0075                   | .4809       |

\*, The mean difference is significant at the 0.05 level.

Table 4-19: ANOVA – Multiple Comparisons - Years of Experience

|                            |                | Sum of Squares | df  | Mean Square | F     | Sig. |
|----------------------------|----------------|----------------|-----|-------------|-------|------|
| AVG_Transformational Style | Between Groups | .025           | 3   | .008        | .056  | .982 |
|                            | Within Groups  | 20.987         | 140 | .150        |       |      |
|                            | Total          | 21.012         | 143 |             |       |      |
| AVG_Transctional Style     | Between Groups | .406           | 3   | .135        | 1.087 | .357 |
|                            | Within Groups  | 17.415         | 140 | .124        |       |      |
|                            | Total          | 17.820         | 143 |             |       |      |
| AVG_Autocratic Style       | Between Groups | .553           | 3   | .184        | .930  | .428 |
|                            | Within Groups  | 27.749         | 140 | .198        |       |      |
|                            | Total          | 28.302         | 143 |             |       |      |
| AVG_Project M. Success     | Between Groups | .726           | 3   | .242        | 1.158 | .328 |
|                            | Within Groups  | 29.255         | 140 | .209        |       |      |
|                            | Total          | 29.981         | 143 |             |       |      |

Table 4-20: ANOVA – Education Level

|                            |                | Sum of Squares | df  | Mean Square | F     | Sig. |
|----------------------------|----------------|----------------|-----|-------------|-------|------|
| AVG_Transformational Style | Between Groups | .013           | 1   | .013        | .086  | .770 |
|                            | Within Groups  | 20.999         | 142 | .148        |       |      |
|                            | Total          | 21.012         | 143 |             |       |      |
| AVG_Transctional Style     | Between Groups | .277           | 1   | .277        | 2.242 | .136 |
|                            | Within Groups  | 17.543         | 142 | .124        |       |      |
|                            | Total          | 17.820         | 143 |             |       |      |
| AVG_Autocratic Style       | Between Groups | .085           | 1   | .085        | .428  | .514 |
|                            | Within Groups  | 28.217         | 142 | .199        |       |      |
|                            | Total          | 28.302         | 143 |             |       |      |
| AVG_Project M. Success     | Between Groups | .538           | 1   | .538        | 2.596 | .109 |
|                            | Within Groups  | 29.442         | 142 | .207        |       |      |
|                            | Total          | 29.981         | 143 |             |       |      |

Table 4-21: ANOVA – Type of Client

Thus, we can formulate the answer to our Hypothesis that explore the relationship between leadership styles (transformational, transactional, autocratic), demographic characteristics (Gender, Age, Experience, Education, Client type), and project success, using ANOVA/MANOVA statistical analyses at a 0.05 significance level, Post-hoc Tukey HSD tests and multiple comparisons were applied to identify statistically significant group differences. Assumptions of normality, homogeneity of variance, and covariance matrices were tested to ensure the validity of the analytical models.

**H4.** There are no statistically significant differences at the significance level (0.05) between Transformational leadership style according to the variables (Gender -Age - Years of Experience - Educational level – Type of Client).

**H5.** There are no statistically significant differences at the significance level (0.05) between Transactional leadership style according to the variables (Gender -Age - Years of Experience - Educational level – Type of Client).

**H6.** There are no statistically significant differences at the significance level (0.05) between Autocratic leadership style according to the variables (Gender -Age - Educational level – Type of Client). There are also statistically significant differences between Autocratic leadership style according to Years of Experience variable, and this is due to the presence of differences between 5 years & less group and 5-10 years group, and the differences between 5 years & less group and 21 years & above group

**H7.** There are no statistically significant differences at the significance level (0.05) between Project Management Success according to the variables (Gender -Age - Educational level – Type of Client). There are also statistically significant differences between Project Management

Success according to Years of Experience variable, and this is due to the presence of differences between 5-10 years group with the 21 years & above group.

#### 4.4 Result Discussion

This section discuss the obtained results from the primary data, which have tested by using the proper stoical instruments, the correlation, regression and Anova tests have employed in this study to discover the proper and efficient leadership styles, which can be used to achieve the success on project management in the construction projects in Iraq. comparing and discussing these results with those obtained by other researchers on this topic.

The three leadership styles that have been tested in this study have shown a statistically significant positive relationship was found between the transactional leadership style and construction project management success in the northern region of Iraq, while no statistically significant relationship was found between the transformational or autocratic leadership styles and construction project management success in the same area. and since the linear regression analysis of the statistical model showed that the transactional leadership style is the only factor that has a statistically significant effect on project management success, and since the coefficient of determination ( $R^2$ ) was 0.153, this means that the model explains 15.3% of the variance in project management success.

One-way ANOVA found statistically significant differences between experience groups (5 years or less versus 5-10 years, and 5 years or less versus 21 years or more) for autocratic leadership style. Also, statistically significant differences were found between experience groups (5-10 years versus 21 years or more). As for the demographic analysis of the survey participants from

construction project managers in the northern region of Iraq, there were no statistically significant differences between the Gender regarding leadership styles and project management success. there were also no statistically significant differences between Age groups. there were statistically significant differences in autocratic leadership and project management success between Years of Experience groups. there were no statistically significant differences between Educational Levels. There were also no statistically significant differences between the Public and Private Client sectors.

However, the success of projects is greatly influenced by the influence of strong leadership styles and efficient project management. In order to manage projects effectively and produce positive results, leaders are essential (Sahasrabuddhe, 2024).

One of the results shown by this research is the agreement with element factors of the transactional leadership style (Contingent Rewards, Active Management by Exception, Passive Management by Exception) that were used as broad lines in the success of managing construction engineering projects in northern Iraq, where our study agree with (Amdework, 2020), where he indicates in his research, that executives use transactional leadership foster organizational innovation by proactively controlling performance expectations, offering contingent rewards for accomplishments, and resolving problems as they emerge. This all-encompassing strategy encourages worker involvement and propels process improvement, which enhances overall innovation performance. As demographical data (Capaldo, 2021) agrees with our research in gender, whereas men participate in his research was 65.67% (23 Men in Italy & 21 in Poland) against 34.33% female percentage (5 in Italy & 18 in Poland). As for age data, (bin Abdul Kadi, 2020) study does not agree with our study, as the largest

percentage of respondents to the questionnaire in his research were in the (30-35) age group, where their percentage was 39.6% (61 respondents out of a total of 154), while in our study it was in favor of the (40 - 49 years old) group, with a percentage of 31.94% (46 respondents out of 144). Our study did not agree regarding the years of project management experience, as we had in favor of (21 years & above) and a percentage of 43.75% (63 respondents out of a total of 144) compared to the study (Rehan, 2024) in which the category (10-20 years) was the highest with a percentage of 39.4% (26 out of a total of 66 respondents). The sample of respondents to (Ghanbaripour, 2020) was from the bachelor's category (57.7%, 80/139 respondents) which agrees to the highest category of education level in our research (bachelor's group - 70.83% - 102/144). The results of the study (Garg & Jain, 2013) did not agree regarding the type of client, as its samples were for both the public and private sectors with a participation rate of 50% (40 respondents for each sector), while in our research it was in favor of the public sector with a rate of 53.47% at a rate of (77/144 respondents).

When comparing the mean and standard deviation of our study of the independent factors (Transformational style : Mean 4.1096, Std. Deviation .38332; Transactional style: Mean 4.3079, Std. Deviation .35301 and Autocratic style: Mean 3.5826, Std. Deviation .44488 ) with their counterparts in the study (Wahyuwardhana & Wisesa, 2024), which tested more than one leadership style and the Autocratic transformational style was the highest Mean by 4.3580, Std. Deviation by.65580; the other style counterparts were not agree to our researcher data descriptive (Transformational style : Mean 4.1492, Std. Deviation .72929; Transactional style: Mean 4.2521, Std. Deviation .66038 and Autocratic style: Mean 4.2840, Std. Deviation .65545); While the dependent coefficient, which is project success in our research (mean: 4.1782, standard deviation: .45788) is not consistent with the study (Senyange, 2024) entitled “The

Impact of Leadership Styles on Government Construction Project Success” which was (mean: 3.623, standard deviation: 0.886). As for the values of Pearson Correlation and Sig (2-tailed) in the Pearson correlation test table, they were agreed with the results of (Mgallah, 2024) for transactional leadership, as he had ( $r = 0.341$ ,  $p = 0.002$ ) and our test have ( $r = 0.389$ ,  $p = 0.000$ ) and not agree in the transformational and authoritarian styles, whose values for Mgallah research were ( $r = 0.289$ ,  $p = 0.009$ ) and ( $r = 0.405$ ,  $p = 0.000$ ) respectively, while in our study for the transformational style ( $r = 0.114$ ,  $p = 0.117$ ) and for the authoritarian style ( $r = 0.112$ ,  $p = 0.180$ ).

As for multiple regression analysis table, when compare with (Setiawan, *et al.*, 2021) both studies agreed that leadership styles influence work success (our study:  $R^2=0.153$ ; Setiawan, *et al.* study:  $R^2=0.344$ ).

the Regression Model Metrics (df, F, Sig.) in the ANOVA table comparing with (Parson, 2020) thesis titled “RELATIONSHIP BETWEEN U.S. CONSTRUCTION PROJECT MANAGERS’ LEADERSHIP STYLES AND CONSTRUCTION PROJECT SUCCESS”, the both models are statistically significant (Sig. = .000), agreeing the leadership styles impact outcomes. As for df regression (Degrees of freedom for predictors) our model contain 3 predictors differ with parson study which contains 2 predictors due to the different number of predictors and larger sample size (N=144 vs. N=78); the both df Residual values shows the similarity reflects comparable sample sizes and error estimation precision and both have sufficient residual df to ensure the model statically valid, our df (Residual) equal to 140 much larger than Parson study df which was 75; F-Value (Ratio of model variance to error variance) between the two studies was

different due to the presence of variance and variable factors between the two studies. (Parson F-value 18.944 vs. 8.425 for our test).

To complete the Regression Coefficients discussion and compare the results of the values of (B and sig) for the tables, where B is the stands for the unstandardized coefficient, and sig. refers to the p-value, which indicates whether the relationship is statistically significant, we will discuss these results with a (Otieno, 2019) study. Where the both studies agree on the positive role of transactional leadership in enhancing project success, also, there are notable differences regarding transformational and autocratic leadership. This disagreement may stem from variations in research contexts, sample demographics, or engineering construction specific factors, as for transformational leadership style our research notice no significant effect (B = -0.055, Sig. = 0.597) in the construction sector in the northern region of Iraq, while Otieno found a strong positive effect for this leadership style (B = 1.034, Sig. = 0.000); Both studies found transactional leadership to positively affect project success, ours was (B = 0.526, Sig. = 0.000), and Otieno's was (B = .175, Sig. = 0.011). in the Autocratic style our Research shows No significant effect was observed for it (B = 0.004, Sig. = 0.968) while Otieno's Research Found a strong negative effect (B = -0.653, Sig. = 0.000) which indicating that autocratic leadership hindered project performance and success.

as for comparing the Normal P-P Plot of Regression Standardized Residuals with the study (Muliana & Lahindah, 2025), we conclude that both charts' data spreads around the diagonal line and follows its direction, demonstrating that the data is normally distributed. Therefore, it can be said that the regression model satisfies the assumption of normality; and when we discuss the figure 4.5 that shows the scatter plot of the two variables, engineering construction project success and effect of (Transformational, Transactional and Autocratic) leadership styles. and

since high scores on X are linked to high scores in Y, an upward trend in the scatter plot suggests a positive relationship (Sunga, 2025), Compared to the results of the (Nurfadillah, *et al.*, 2025) study which mentioned that heteroscedasticity test is used to determine whether the regression model exhibits variance inequality between the residuals of different observations. If heteroscedasticity is absent, a suitable regression model can be used to test for it using a scatterplot in this study (Nurfadillah, *et al.*, 2025), we conclude that both studies agreed that both scatterplot charts shows that the points on the Y axis dispersed at random, both above and below the zero mark. Therefore, it can be concluded that the regression model in this study does not exhibit heteroscedasticity, also Provides valuable information about the quality of the regression model and how well it fits the data.

By comparing the regression equation  $Y = a + b_1x_1 + b_2x_2 + b_3x_3 + e$  between our study and the study of (Arisanti, *et al.*, 2023), we note that the two studies agree that leadership style is an important factor in improving performance, whether in the functional context or project management success.

When comparing demographic characteristics using one-way ANOVA, the first table was for gender, and since the hypothesis states that there are no statistically significant differences if the value of the coefficient p Value is greater than 0.05, and by comparing the results of our study with the study of (Al-Thawabiya *et al.*, 2023) whose study results for gender with the three leadership styles (transformational style p: 0.39, transactional style p: 0.72, and autocratic style p: 0.53) our study is agree (transformational style p: 0.220, transactional style p: 0.127, and autocratic style p: 0.715) since the values of the Significance statistical measure Sig. value are greater than 0.05. Thus, the two studies showing there no differences between the two gender groups regarding the answers to the three styles and the success of project management.

as for comparing the responses of age groups with the (Sürücü, *et al.*, 2018) study , there was disagreement between the answers of the groups of the two studies, as our study did not show differences between the age groups of the respondents (transformational style p: 0.206, transactional style p: 0.554, and autocratic style p: 0.069), while Sürücü's study entitled "The Relationship Between Socio-Demographic Properties and Leadership Perceptions of Employees", which used Charismatic Leadership as an alternative to the authoritarian style, showed differences in the answers between the age groups of the respondents (transformational style p: 0.003, transactional style p: 0.001, and Charismatic style p: 0.000) where  $p < 0.05$ .

Also, comparing our Years of Experience groups showed agree with the results of (Alasiry & Alkhaldi, 2024) who used the Laissez-faire leadership style instead of the autocratic one (transformational style p: 0.071 vs 0.67 , transactional style p: 0.139 vs 0.19, and autocratic style p: 0.009 vs 0.03 for Laissez-faire), noting that the first number of the answers always pertains to our study, and the questionnaire showed differences between the years of experience groups for both studies in some categories where the p-value was  $> 0.05$ .

There was also agreement in the demographic characteristics of the education level between our study and the study of (Antonopoulou *et al.*, 2025) and no differences were observed between the answers of the groups of educational levels related to the dependent elements, as the values of the Significance statistical measure Sig. value are  $> 0.05$ , Antonopoulou study used the Passive leadership style instead of the autocratic one (transformational style p: 0.982 vs 0.147 , transactional style p: 0.357 vs 0.268, and autocratic style p: 0.428 vs 0.621 for Passive), noting that the first number of the answers always pertains to our study, and the questionnaire showed differences between the years of experience groups for both studies in some categories where the p-value was  $> 0.05$ . as for the Type of Client, the results of our study

were compared with (Kiani *et al.*, 2025), and both studies showed agreement regarding the absence of clear differences between the answers of the groups of clients whose samples were studied regarding leadership styles, our research p values is (transformational style p: 0.77, transactional style p: 0.136, and autocratic style p: 0.514) and Kiani research p values was (transformational style p: 0.0895, transactional style p: 0.54, and passive style p: 0.327) Whereas the study used passive leadership style.

The purpose of conducting an ANOVA/ MANOVA analysis of demographic characteristics according to Mogaji, is to investigate different facets of how a group functions under various leadership philosophies and in varied group environments (Mogaji, 2024). Numerous studies have shown that when it comes to accomplishing strategic objectives, demographic factors have a secondary impact. Other research, however, has demonstrated that demographic characteristics including geography, gender, marital status, teaching experience, and professional and educational credentials have a big influence on how commitment and motivation grow in leadership styles (Jabeen, *et al.*, 2021).

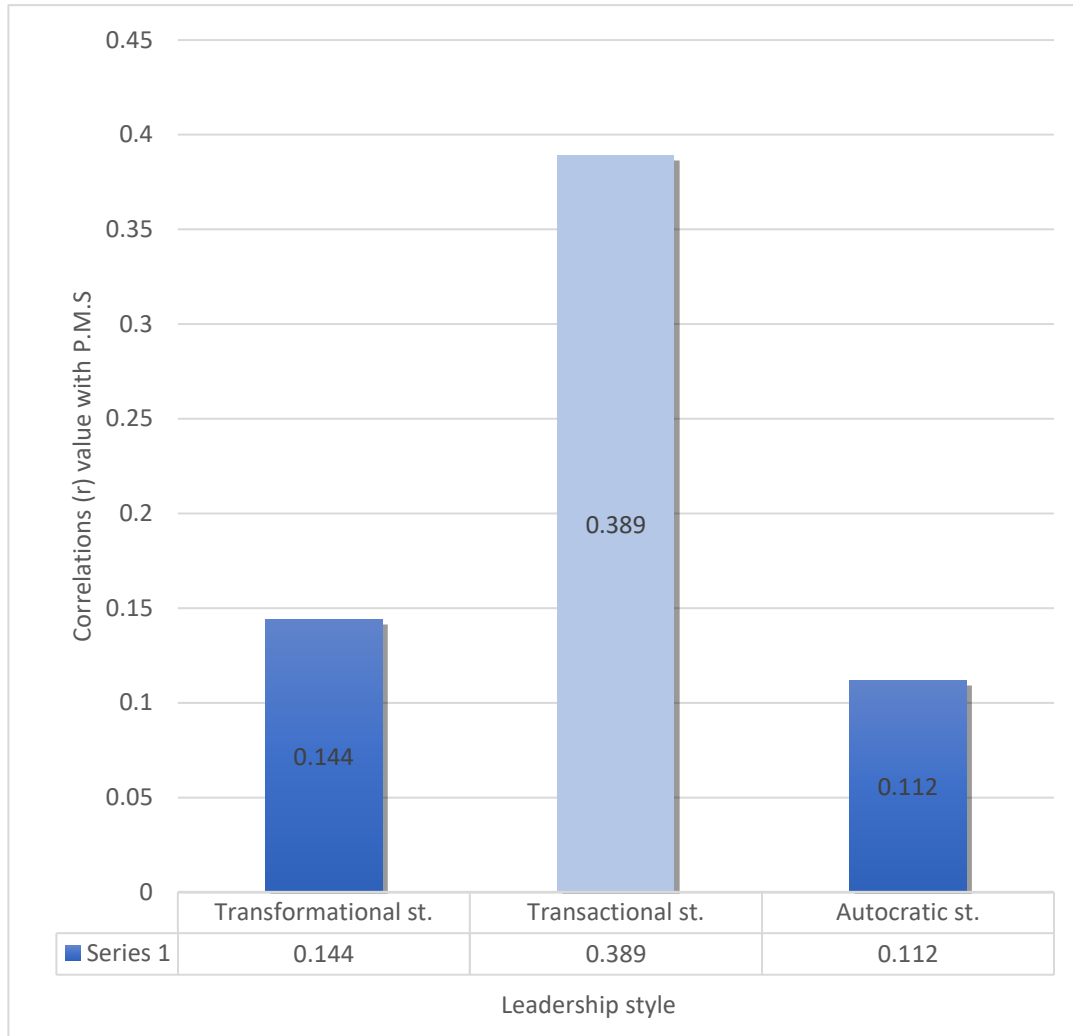


Figure 4-10: Leadership style effects ranking on P.M.S

## 4.5 Leadership Styles and Project Team's Performance

The impact of the leadership styles of the project team's performance, productivity, and efficiency have tested by using the qualitative approach. A total of five interviews has conducted with experts in the construction projects in Iraq, all the participants have agreed to the role of the leadership styles in enhancing the project team's performance, productivity, and efficiency. In this context, the experts agreed that, the managers should be flexible in the way of leading the project teams during the different stages of projects life to get high productivity, to manage them efficiently, and to motivate the followers. For example, transformational leadership style (creating a vision to guide the change through inspiration) will be preferred at the plan and design stage, whereas, transactional leadership style (focuses on the role of supervision) should be used during the execution stage. Four aspects extracted from the (Elegba, *et al.*, 2025) study which states that any project must have strong leadership since it has a big impact on whether it succeeds or fails, the following points have been focused on during the discussion with the experts that might affect project's team's performance, productivity, and efficiency:

1. **Defining Big Projects, Initiatives, and Goals:** specialists said that, it is important for project managers to clearly define big projects and explain the objectives to the followers. The objectives or deliverable of each work should be highlighted and linked to all employees. If the employees don't know what should be finish, the productivity will be affected. Situations should also be addressed. This might help the employees to see the whole picture clearly and that will lead to reduce the knowledge gaps among the different management level to achieve the project objectives.

2. **Managing Employee's Satisfaction:** the masters appear, Leaders considered a critical factor in keeping up or enhancing their workers' occupation fulfillment. Bad leadership style causes work disappointment, which prompts non-appearance, low resolution and high turnover. The further impacts the productivity and the project's team performance will record low level, while employees who experience job satisfaction will probably be profitable and less inclined to leave the association. For example, project team celebrating when the organization achieve an objective during project life cycle, will likewise enhance the workers' spirit. This would ultimately lead to more engaged employee's participation and better results on future projects.
3. **Communication between the leaders and task's group:** specialists found that, leaders ought to be open correspondence to build the trust amongst them and their followers. Leaders should support the followers to make them feel they are valued to their organization. Communication between the leader and his/her followers will increase a realistic relationship between them, which helps to solve any problem during the daily project activities. Leaders should show their gratitude towards their followers. The leaders should listen to their employees to collect their ideas that could be useful to the companies and could be taken into manager's consideration.
4. **Motivations:** specialists said, the best way to deal with expansion the employee's productivities and execution is by actualizing initiative style that incorporates an inspiring or motivating force program. Through little motions, for example, having "Representative of the Month" would expand worker's feeling of self-regard and make the positive effect on profitability. At the end of the day, effectiveness alone is

insufficient. Hierarchical achievement additionally relies on upon treating specialists well.

#### 4.6 Main Finding of Study

1. There is a significant relationship between leadership style and project management success.
2. The success rate of the construction project in the northern Iraq region is 87.8% based on the effect of the transactional leadership style alone, which is a theoretical prediction; however, the actual application may differ due to factors outside the model. The statistical model indicates that the net contribution of transactional leadership to the expected success of project management is 52.6%. This indicates that the transactional leadership style has a greater positive impact on project management success than the other styles that have been studied.
3. The study found that participants' answers about leadership styles (transformational, transactional, and autocratic) and project success were consistent across demographic variables (gender, age, education level, and client type). The years of experience variable, however, indicated statistically significant differences; as a result, participants with  $\leq 5$  years of experience preferred autocratic leadership more than those with 5–10 years and 21+ years of experience (groups). Additionally, the group aged 21 and older outperformed the group aged 5 to 10 years in terms of project performance.
4. Leadership style can affect the project team performance positively by concentrating on some aspect (defining goals, Communications, motivation, and employee satisfaction).

## 4.7 Study Values

Although the importance of project management is often overlooked in the creative process, it is the driving force behind any venture. Effective project management can push a project to the fullest of its potential, creating work that surpasses the wildest of expectations. On the other hand, poor project management can stall productivity, stifle creativity, or kill a project entirely.

Project management success is the aim for any organization to achieve its vision at the end of the day. Looking at the results of study will discover that implementing right and suitable leadership style will be one of the most important success factors to achieve (P.M.S).

Resource controlling and time planning are the project manager's responsibilities, managing those aspect without leadership capability will lead to bad consequence not just on one project but on the organization that related to.

Construction projects on northern of Iraq one of the biggest work sectors on Iraq because of the prosperity and great investment it is witnessing, so finding the best leadership style that should be implement by project managers will lead to improve the quality, saving cost, and reducing need time. Besides that, suitable leadership style will increase project's team productivities, performance, and efficiency.

## 4.8 Implications for Project Managers

Project management is a generic discipline that is applied to all areas, no doubt projects play a major role in achieving competitive advantage. This study has great implications for the enhancement of organizations in the construction industry, which will go a long way in improving ways the residential projects are being managed by project managers in the north of Iraq. The implications of the outcome of project managers are as follows:

- The problem of project failure as compared to the critical success factors; deadlines, achieving budget targets and quality (Altaher, *et al.*, 2024) will continue to re-occur if the project manager leadership style does not suit the project situation and team members. This shows that there is a great need for the project manager to modify his or her leadership styles to the particular project situation with effective communication. Even if the project was successful compared to critical success factors and the project manager did not motivate or inspire the team members, which shows lack of leadership styles.
- As highlighted in his research (Alodhiani, 2024), it is essential to use organized training programs to enhance soft leadership characteristics like emotional intelligence and adaptability. Workshops in line with the Full-Range Model should be implemented by organizations to give project managers the transformational (visionary) and transactional (task-oriented) abilities they need. Especially in dynamic projects that demand innovation, regular seminars that educate managers on both traditional and agile approaches can help close the gap between project outcomes and leadership effectiveness.

- The capacity to adjust to various leadership styles is one of the most crucial traits that project managers should have. According to research (Ametepey *et al.*, 2022) leadership styles evolve as a project moves through its life cycle. As implementation moves further, styles could need to accommodate more debates, adjustments, and considerations. Project managers in the construction industry must therefore be able to exhibit a range of leadership traits. They must also be able to create relationships. Research indicates that emphasizing positive relationships improves project success.
- Project managers must possess a high degree of expertise, leadership, and management skills in order to boost team members' performance and productivity. This is because, in construction projects, having all the technical skills necessary may not be effective if the right leadership style is not used (Dartey-Baah, 2022).

## CHAPTER 5

### 5.1 CONCLUSION AND RECOMMENDATIONS

#### 5.1.1 Introduction

Project performance is significantly influenced by contemporary leadership. However, a large number of managers and shareholders in these crucial roles do not fully comprehend the basic methods, elements, viewpoints, and tenets that characterize good leadership. This study aims to analyze the interacted relationship between leadership styles and construction project's success, research during this development, to produce solutions and enhance the executive leadership in the Northern Iraqi construction sector, in adding to understanding how demographic characteristics influence managers' opinions and styles. Thence the necessity for attention to specialize in the study of leadership within the North Iraqi surrounding environment, as well as serving to know the development of leading within the Iraqi construction projects, and therefore to spot the executive managers ways that contribute to the success of projects in construction management performance, focusing on leadership styles impact on the projects. This study targeted the elite of successful and distinguished projects. these projects selected to be examined the associate degree to be a sample for this analysis, to point out the influence and impact of the leadership styles on these projects' success. and knowing the demographic factors that shape the characteristics of these managers, for the aim of characterizing the impact of the leadership styles on its strategies, trends, elucidate this relationship can pave the fertile ground to the projects toward achieving high performance.

The significance of current study focuses on the impact of leadership in general and the administrative leadership in particular, as known, if there is good leadership within the projects, then managers will be able to drive the project to its best outcomes, by this study managers will be able to have greater understanding about the leadership styles, which will help them too much to raise the performance level of their projects. In particular, regarding to the selected construction project sample, this study formulates more specified significant for the project. The leadership method is an important element of the success of project management development of the construction projects. On the other hand, the leadership is considered as one of the contemporary critical areas that leads understand the activities of projects and to absorb the surrounding phenomena. In addition, it's important to accommodate the proper leadership styles among the managers, and therefore the workers in the construction projects contribute to the successful implementation. There is also an essential role in the study and analysis of leadership role in raising the performance of leaders and workers' performance, productivity, and efficiency to keep up with the level of development in implementing the best performance.

Research from the University of Michigan that focused on the actions of both successful and unsuccessful leaders by analyzing task- and people-oriented behaviors was cited by (Bashirov, *et al.*, 2025). Employee-centered leaders were the most successful. The term "task-oriented leaders" was used to describe less successful leaders. According to (Huseynzade, 2024) thesis, businesses today function in a fiercely competitive market. They must use strong leadership philosophies and efficient management techniques if they want to be successful. An organization's leadership style and employee productivity have a direct impact on its performance. Leaders or supervisors have a big influence on how well employees perform. By using the appropriate leadership styles, a competent leader may enhance employee performance

and retain talented, high-performing staff members, realizing their importance to the company. Based on the culture and traits of the organization, executives select the best leadership philosophies.

## 5.2 Conclusion

The construction sector, especially in post-conflict areas like Northern Iraq, presents distinct difficulties that call for adaptable leadership techniques in a time when leadership effectiveness is becoming more widely acknowledged as a crucial factor in project success. Methodologically, this study advances leadership research through its mixed-methods design—a bilingual (Arabic/English) survey validated by a 40-respondent pilot (Cronbach's  $\alpha > 0.70$ ) and enriched by five expert interviews. This approach not only mitigated linguistic bias, but quantitative method (survey instrument) and qualitative method (interviews) also captured ground-level realities often overlooked in quantitative studies. The 84.2% response rate (N=144) from diverse sectors (53.47% public, 46.53% private) ensures representativeness, while ANOVA analyses ( $F = 8.425$ ,  $p < 0.001$ ) validated the model's robustness in explaining 15.3% of variance in project success—a modest but meaningful contribution given Iraq's complex variables like political instability and resource constraints. By investigating how transformational, transactional, and autocratic leadership styles affect project management effectiveness in engineering construction projects throughout North Iraqi cities (Erbil, Mosul, Dohuk and Sulaymaniyah), this study fills theoretical and practical gaps, through adopting the proper leadership style that helps the project to overcome the faced obstacles.

The analysis revealed transactional leadership as the most statistically significant predictor of project success ( $\beta = 0.526$ ,  $p < 0.001$ ). Conversely, transformational and autocratic styles

showed limited direct impact, this may reflect decreasing to Iraq's centralized decision-making traditions and post-war recovery priorities. Notably, demographic factors—particularly years of experience—emerged as pivotal moderators: Managers with (5 years & less) of experience showed a variance with the older age groups, being the Most likely to exclude the authoritarian style reported 32% ( $p = .032$ ), and the same age group (5 years & less) also differed with seasoned managers (21 years & above) group ( $p = .040$ ) achieving 24% on the project success factors questionnaire, underscoring the nuanced interplay between authority and institutional knowledge in crisis-affected settings.

In the side of qualitative results, and four points have been focused on with the experts, which were:

1. Defining Big Projects, Initiatives and Goals.
2. Managing Employee's Satisfaction.
3. Communication between the leaders and project's team.
4. Motivations.

From discussing the above points, the conclusion is, as Iraq's construction sector rebuilds critical infrastructure, prioritizing transactional leadership training—emphasizing contingent rewards and active exception management—could accelerate project timelines while maintaining quality benchmarks. Simultaneously, the demographic insights advocate for mentorship programs pairing junior staff with veteran managers to balance innovation with execution.

Transactional leadership with its broad outline features (Contingent Rewards, Active Management by Exception & Passive Management by Exception) in this study was the outcome of our research conducted in the winter of 2025 in the northern Iraq region by 52.6% from whole 87.8% if this leadership style used alone as a key aspect in the success of the construction project with the help of other external success factors, this study not only disproves the universal applicability of transformational paradigms but also offers a framework for contextualizing leadership frameworks in conflict-affected areas by fusing global leadership theories with empirical data particular to Iraq.

### 5.3 Recommendations

1. Similar studies need to be carried out under different settings in different countries. It is the importance of leadership styles in project management consistent across various cultures.
2. Execute this study in different industries and compare the effects and finding in this area.
3. More research should be done on the relationship between project teams' effectiveness and adaptive leadership. Although it might not produce broadly applicable findings, this study demonstrated strong evidence of the influence of leadership styles, especially transactional leadership, on project success, emphasizing the value of modifying different leadership styles to attain favorable results.
4. The use of structured interviews was limited due to lack of time and distance, which lead to limit the scope of research.

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**APPENDIX**  
**QUESTIONNAIRE BOOKLET**

**University of Midocean**

**RESEARCH ON**

Effects of Manager's Leadership Style on Project  
management Success

“An applied Study on the Construction Projects in the Northern  
Region of Iraq”

**QUESTIONNAIRE BOOKLET**

**Master Candidate**

Fathy Mohammad Fathy

**Dear Respondent,**

I am a Master's candidate (Project Management) at the University of Midocean, I am currently conducting a study titled **“Effects of Manager’s Leadership Style on Project management Success, an applied study on the construction engineering projects in the Northern region of Iraq”**.

I would like to request your cooperation to answer this questionnaire which will contribute to choosing and improving the optimal approach of (transformational, transactional and Autocratic) leadership styles in construction engineering projects management practices. Your responses will be anonymous and used solely for academic purposes. Your cooperation is highly appreciated.

Thank you in advance for agreeing to participate in this study. If you have any questions, please do not hesitate to contact my honorable supervisors, **Associate Professor Dr Faisal Abdul Hamid Mohammed Hassan and Dr. Fayez Jarad**, or myself Fathy Mohammed Fathy (Master Candidate).

**Supervisor**

**Associate Professor**

**Dr. Alfaisal Abdelhameed Mohamed Hasan**

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**Master Candidate**

**Fathy Mohammad Fathy**

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## Section A:

### A: Demographic Characteristics

Please tick (✓) the appropriate choice

1- **Gender:**              Male      ☐                      Female      ☐

2- **Age:**              20 - 30 years old      ☐                      31 - 39 years old      ☐

                                 40 - 49 years old      ☐                      50 years old and over      ☐

### 3- Years of Experience:

                                 5 years & less      ☐                      5-10 years      ☐

                                 11-20 years      ☐                      21 years & above      ☐

### 4- Education Level:

                                 Diploma      ☐                      Bachelor      ☐

Master      ☐                      PH. D      ☐                      Others      ☐

### 5- Type of Client:

                                 Private Sector      ☐                      Public Sector      ☐

## **Section B:**

Please indicate your degree of agreement or disagreement with the following statement factors, so please sign (✓) for the choice that reflects your opinion by choosing one of the five alternatives.

The following set of statements measures transformational, transactional and Autocratic leadership style factors and its effect on the project management success Northern region of Iraq. Please mark according to your level of agreement.

### **MEASURING INDEPENDENT VARIABLES**

**STRONGLY DISAGREE= 1**

**DISAGREE =2**

**NEUTRAL =3**

**AGREE = 4**

**STRONGLY AGREE =5**

| <b>Transformational Leadership Style</b> |                                                                                                                                                                                            |          |          |          |          |          |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| <b>NO</b>                                | <b>F1: Charisma or idealized influence</b>                                                                                                                                                 | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| F11                                      | I would Prefer to make charisma as a center point of the values and mission in project management<br>أفضّل أن تكون الكاريزما هي النقطة المركزية للقيم والرسالة في إدارة المشاريع           |          |          |          |          |          |
| F12                                      | I can be trusted with confidential information about the organization/company/project/employees.<br>يمكن الوثوق بي فيما يتعلق بالمعلومات السرية التي تخص المنظمة/ الشركة/المشروع/ الموظفين |          |          |          |          |          |
| F13                                      | I share encourage the project employee's enthusiasm that promotes a positive Performance attitude<br>أشارك في تشجيع حماس موظفي المشروع الذي يعزز موقف الأداء الإيجابي                      |          |          |          |          |          |

| Transformational Leadership Style |                                                                                                                                                                                    |   |   |   |   |   |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| NO                                | F2: Inspirational motivation                                                                                                                                                       | 1 | 2 | 3 | 4 | 5 |
| F21                               | I adopt creativity for project problem solving<br>أعتمدُ الإبداع في حل مشكلات المشروع                                                                                              |   |   |   |   |   |
| F22                               | I prefer to make decisions based on team consensus rather than objective criteria.<br>أنا أفضّلُ اتخاذ قرارات تحظى بالتوافق الجماعي للفريق أكثر من اتخاذ قرارات ذات معايير موضوعية |   |   |   |   |   |
| F23                               | I energize followers by optimism and positive vision<br>أشجّع التابعين بالتفاؤل والرؤية الإيجابية                                                                                  |   |   |   |   |   |
| Transformational Leadership Style |                                                                                                                                                                                    |   |   |   |   |   |
| NO                                | F3: Personal and individual attention                                                                                                                                              | 1 | 2 | 3 | 4 | 5 |
| F31                               | The most successful PMs are sociable more than reserved people<br>أنجح مديري المشاريع هم أشخاص اجتماعيون أكثر من الأشخاص المتحفظين                                                 |   |   |   |   |   |
| F32                               | I show more justice than compassion when making decisions.<br>أظهرُ العدل أكثر من التعاطف أثناء اتخاذ القرارات                                                                     |   |   |   |   |   |
| F33                               | Advising, supporting, and caring for project individuals<br>تقديم المشورة والدعم والرعاية لأفراد المشروع                                                                           |   |   |   |   |   |
| Transactional Leadership Style    |                                                                                                                                                                                    |   |   |   |   |   |
| NO                                | F4: Contingent Rewards                                                                                                                                                             | 1 | 2 | 3 | 4 | 5 |
| F41                               | I provide roles, tasks clarification for employees<br>أقومُ بتوضيح الأدوار والمهام للموظفين                                                                                        |   |   |   |   |   |
| F42                               | I show appreciation when employees give extra effort<br>أعربُ عن تقديري عندما يبذل الموظفون جهداً إضافياً                                                                          |   |   |   |   |   |
| F43                               | I offer rewards to team members for exceptional work results.<br>أقدمُ المكافآت لأفراد الفريق مقابل نتائج غير عادية في العمل                                                       |   |   |   |   |   |
| Transactional Leadership Style    |                                                                                                                                                                                    |   |   |   |   |   |
| NO                                | F5: Active Management by Exception                                                                                                                                                 | 1 | 2 | 3 | 4 | 5 |
| F51                               | Adopt expert advice to success the project                                                                                                                                         |   |   |   |   |   |

|                                       |                                                                                                                                                                               |          |          |          |          |          |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
|                                       | اعتمدُ المشورة المختصة لإنجاح المشروع                                                                                                                                         |          |          |          |          |          |
| F52                                   | I'm active attention to ensure goals are met<br>أهتمُ بشكل نشط بضمان تحقيق الأهداف                                                                                            |          |          |          |          |          |
| F53                                   | I meet proposed implementation of the project timelines<br>ألتزمُ بالمواعيد النهائية المقترحة لتنفيذ المشروع                                                                  |          |          |          |          |          |
| <b>Transactional Leadership Style</b> |                                                                                                                                                                               |          |          |          |          |          |
| <b>NO</b>                             | <b>F6: Passive Management by Exception</b>                                                                                                                                    | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| F61                                   | I prefer to freeze the work items scope more than leave them open for additional requirements<br>أفضلُ تقييد نطاق بنود العمل بدلاً من تركها مفتوحة لمتطلبات إضافية            |          |          |          |          |          |
| F62                                   | Respond in a timely manner to important and critical issues during the project.<br>الاستجابة في الوقت المناسب للقضايا المهمة والدرجة أثناء المشروع                            |          |          |          |          |          |
| F63                                   | I Create a clear documentation during the project<br>أقومُ بإنشاء توثيق واضح أثناء المشروع                                                                                    |          |          |          |          |          |
| <b>Autocratic Leadership Style</b>    |                                                                                                                                                                               |          |          |          |          |          |
| <b>NO</b>                             | <b>F7: Centralized Decision-Making</b>                                                                                                                                        | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| F71                                   | Imposing strictness on team members or threatening them with punishment to achieve goals<br>فرض الصرامة على أعضاء الفريق أو تهديدهم بالعقوبة لتحقيق الأهداف                   |          |          |          |          |          |
| F72                                   | I set high standards of performance for myself and expect others to meet the same standards.<br>أحدّدُ لِنفسي معايير عالية من الأداء وأتوقع من الآخرين الالتزام بنفس المعايير |          |          |          |          |          |
| F73                                   | I always retain final decision-making authority on my team.<br>أحتفظُ دائماً بسلطة اتخاذ القرار النهائي في فريقي                                                              |          |          |          |          |          |
| <b>Autocratic Leadership Style</b>    |                                                                                                                                                                               |          |          |          |          |          |
| <b>NO</b>                             | <b>F8: Creativity and Initiative</b>                                                                                                                                          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| F81                                   | I think employees should be allowed to make mistakes in order to learn.<br>أعتقد أنه يجب السماح للموظفين بارتكاب الأخطاء من أجل التعلم.                                       |          |          |          |          |          |

|                                          |                                                                                                                                                                |          |          |          |          |          |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| F82                                      | I closely monitor my employees to ensure they are performing correctly<br>أراقب الموظفين عن كثب للتأكد من أدائهم بشكل صحيح                                     |          |          |          |          |          |
| F83                                      | Leaders should give subordinates complete freedom to solve problems on their own<br>ينبغي على القادة أن يمنحوا التابعين لهم الحرية الكاملة لحل المشاكل بأنفسهم |          |          |          |          |          |
| <b>Autocratic Leadership Style</b>       |                                                                                                                                                                |          |          |          |          |          |
| <b>NO</b>                                | <b>F9: Potential for Low Morale</b>                                                                                                                            | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| F91                                      | I love helping team members develop scientifically and technically .<br>أحبُّ مساعدة أعضاء الفريق على التطور العلمي والتقني                                    |          |          |          |          |          |
| F92                                      | The leader is the chief judge of the achievements of the members of the group<br>القائد هو الحكم الرئيسي على إنجازات أعضاء المجموعة                            |          |          |          |          |          |
| F93                                      | I like the power that my leadership position holds over subordinates<br>أحبُّ القوة التي يتمتع بها منصبي القيادي على التابعين                                  |          |          |          |          |          |
| <b>Construction Engineering Projects</b> |                                                                                                                                                                |          |          |          |          |          |
| <b>NO</b>                                | <b>F10: Project Management Success</b>                                                                                                                         | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| F101                                     | The project manager's ethical sense has a great impact on project t success<br>إن الحس الأخلاقي لمدير المشروع له تأثير كبير على نجاح المشروع                   |          |          |          |          |          |
| F102                                     | It is important to evaluate project plan's integrity before it is put into action<br>من المهم تقييم سلامة خطة المشروع قبل تنفيذها                              |          |          |          |          |          |
| F103                                     | In almost all cases my projects are finished within budget<br>في جميع الحالات تقريباً، يتم الانتهاء من مشاريعي ضمن الميزانية                                   |          |          |          |          |          |

**SECTION C: OPEN-ENDED QUESTIONS (OPTIONAL)**

**C1)** What leadership styles do you find most effective in project management?

.....  
.....  
.....  
.....  
.....  
.....

**C2)** Describe a situation where leadership style significantly influenced project success

.....  
.....  
.....  
.....  
.....  
.....  
.....

**C3)** Please provide us with feedback on a point not mentioned in the questionnaire or enrich us in a specific aspect based on your experience.

.....  
.....  
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.....  
.....  
.....

**Gratitude:**

We appreciate you for sparing your time to fill out the survey. Your involvement means a lot to us and we highly value it. The information you shared is significant to our analysis and will enable us to make improvements in Leadership styles role in project management success.

Once again, we are very grateful for your contribution.



Sincerely

**Fathy Mohammad Fathy**

**Master Candidate**

**Midocean University**

Academic Number: 242000548

## المخلص

تعتمد المنظمات على القيادة القادرة لتوجيهها خلال التغييرات غير المسبوقه. إن نجاح المشاريع له تأثير كبير على الوضع النهائي الإجمالي للمنظمة، وهو السبب الرئيسي الذي يجعل متخذ القرار يبحث عن مدير مشروع عالي المهارة. يلعب مدير المشاريع دورًا رئيسيًا في نجاح المشروع.

وقد ركزت معظم الدراسات السابقة على معايير النجاح الرئيسية للمشاريع (التكلفة والوقت والجودة)، في حين لم يكن لأسلوب القيادة أهمية كبيرة كعامل حاسم قد يؤدي إلى فشل المشروع. حتى لو كانت الميزانية كافية والوقت مخططاً بدقة، فإن الفشل لا يزال يتكرر إذا لم يناسب أسلوب قيادة مدير المشروع وضع المشروع وأعضاء الفريق.

هدفت هذه الدراسة إلى إيجاد أفضل أسلوب قيادي لتحقيق النجاح في إدارة المشاريع في قطاع الإنشاءات في المنطقة الشمالية من العراق، ودراسة مدى تأثير الخصائص الديموغرافية على العوامل المستقلة والتابعة. وتقييم تأثيرات أسلوب القيادة على إنتاجية فريق المشروع وأدائه وكفاءته هو الهدف الثاني من هذه الدراسة، ويمكن تلخيص النتائج على النحو التالي:

**1-** تم دراسة ثلاثة أنماط قيادية شائعة (التحويلي، والتفاعلي، والاستبدادي). استخدمت هذه الدراسة كلا المنهجين (الكمي والنوعي) لتحليل البيانات التي تم جمعها. واستخدمت اختبارات الارتباط والانحدار وتحليل التباين الأحادي لتحديد نمط القيادة المتبع في إدارة المشاريع في منطقة شمال العراق.

**2-** توجد علاقة تأثير قوية وموجبة دالة إحصائياً عند مستوى الدلالة (0.05) بين أنماط القيادة التفاعلية ونجاح إدارة المشاريع، وقد أظهرت بيئة المشاريع الإنشائية علامات تبني النمط التفاعلي في ظل حالة عدم الاستقرار التي تعيشها البلاد.

**3-** أظهرت الدراسة وجود فروق في آراء مجاميع سنوات الخبرة حول أسلوب القيادة الاستبدادية وعوامل نجاح المشاريع الإنشائية، بينما لم تظهر فروق ذات دلالة إحصائية عند مستوى الدلالة (0.05) بين باقي الخواص الديموغرافية (الجنس والعمر ومستوى التعليم ونوع العمل) مع العوامل المستقلة (الأساليب التحويلية والتفاعلية والاستبدادية) والعامل التابع (نجاح المشروع).

تأثير أسلوب القيادة للمدير على نجاح إدارة المشاريع  
"دراسة تطبيقية على المشاريع الإنشائية في المنطقة الشمالية من  
العراق"

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