

**THE IMPACT OF PROJECT MANAGEMENT LEADERSHIP ON THE
PERFORMANCE OF NSSF'S PROJECTS IN TANZANIA**

FIDELIS MRUTU

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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2024

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled: **“The Impact of Project Management Leadership on the Performance of NSSF's Projects in Tanzania”** in partial fulfilment of the Degree of Master of Arts in Project Management of the Open University of Tanzania.

.....

Dr. Salum Mohamed
(Supervisor)

.....

Date

.....

Dr. Mato Magobe
(Supervisor)

.....

Date

DECLARATION

I, Fidelis Mrutu, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfilment of the requirement for the Degree of Master of Arts in Project Management of the Open University of Tanzania.

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DEDICATION

To my lovely family for her unconditional love, patience and support.

ABSTRACT

The general objective of this study was to establish the impact of project management leadership on the performance of NSSF's projects in Tanzania. The specific objectives of the study were to determine the impact of leadership skills, leadership experience, leadership control, and leadership style on the performance of NSSF's projects. Explanatory research was employed during the study. A total of 70 responses were collected from NSSF's project managers, officers, and directors using a survey questionnaire. Multiple linear regression was used to analyze data collected. The findings revealed that leadership skills, leadership experience, leadership control, and leadership styles had a significant positive impact on the performance of NSSF projects. The study concludes that project management leadership aspects play a crucial role in the success of the NSSF Project. The study recommended that project managers receive training before taking on their roles. Also, NSSF should prioritize selecting leaders who have significant leadership experience. Moreover, NSSF project leaders should adopt transformational and transactional leadership styles in order to improve their performance.

Keywords: *Leadership, Leadership Skills, Leadership Experience, Leadership Project Performance.*

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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
Fintech	Financial Technology
PMBOK	Project Management Body of Knowledge
NSSF	National Social Security Fund
SCP	Strengthening Child Protection
SPSS	Statistical Packages for Social Scientists
SRHRP	Sexual Reproductive Health and Rights Projects
TCRA	Tanzania Communication Regulatory Authority
VIF	Tolerance Value and the Variance Inflation Factor
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

This chapter introduces the background of the problem, statement of the problem, general objective and specific objectives, research questions, significance of the study, limitation of the study, and the scope of the study.

1.2 Background to the Problem

Project management leadership plays a crucial role in the successful completion of projects (Zhang, Cao, & Wang, 2018). Effective project management leadership involves setting clear goals, providing direction, motivating team members, and ensuring that the project is executed within budget and on time (Uwizeye & Narayan, 2022). According to Saleh and Elamin (2018), effective project management leadership ensures that projects are completed on time, within budget, and meet the desired quality standards. However, there is limited research on the specific impact of project management leadership on the performance of projects.

Most existing literature on project management leadership that has been conducted in different parts of the world has focused on the general role of project management (Chow, Zailani, & Rahman, 2021; Clark, 2021; de Carvalho, Patah, & Bido, 2017; Fareed & Su, 2022; Magagan and Ngugi, 2021; Pace, 2019), while few have specifically examined the relationship between project management leadership and project performance.

For example, in Asia, Chow *et al.* (2021) conducted the study in Malaysia with a focus on the impact of sustainable project management on sustainable project planning and success in manufacturing firms. Fareed and Su (2022), in their study in Pakistan, studied the effects of project governance and top management support (TMS) on project performance (PP) and their interactions in public sector projects. Clark (2021) conducted a study in the USA while focusing on the relationship between project management competencies and project success. Similarly, Pace (2019), in his study in North America, focused on the relationship between project management methodology and project success.

In Europe, de Carvalho *et al.* (2017) conducted a study in three countries (Argentina, Brazil, and Chile) to investigate the effects of project management (PM) on project success under the parameters of scheduling, cost, and margins. In the same vein, in Africa, Magagan and Ngugi (2021) conducted a study in Kenya focusing on the influence of project management practices on the project's performance of Unilever Company in Nairobi County.

This gap in the literature is significant because understanding the impact of project management leadership on project performance can help organizations develop effective leadership strategies to improve project outcomes (Zaccaro, Green, Dubrow, & Kolze, 2018; Zada, Zada, & Khan, 2022; Zhang *et al.*, 2018). Research in related fields, such as organizational behavior and leadership studies, suggests that leadership skills, leadership experience, leadership style, and leadership control are key factors that influence project performance (Al Kazaz & Shibani, 2019; Chen, Sharma, Zhan, & Liu, 2019; Kai-Kristina & Marion, 2020; Zhang *et al.*, 2018).

According to Aga and Vallejo (2019), Khan, Rehmat, and Butt (2020), and Zhang *et al.* (2018), transformational leadership style, which involves inspiring and motivating employees to achieve their best, is particularly beneficial in project performance. Transformational leadership has been identified to enhance the efforts of team members while developing the overall project outcome (Chen *et al.*, 2019). Alongside, transformational leadership style help project managers in formulating solutions for various challenges associated with project tasks which also stimulates the team members in regards to their efforts while motivating them simultaneously (Hwang & Boo, 2018).

Moreover, this specific leadership style is known to help team members implement personal values while articulating project work (Ul Haq, Paracha, & Shakeel, 2020). On the other hand, proper positioning of transactional leadership style can help a leader in overcoming one of the most crucial issues of project management which is associated with fostering commitment within the team members and motivating them (Aga & Vallejo, 2019).

Similarly, research suggested that, project leadership skills have a significant impact on the performance of a project (Al Kazaz & Shibani, 2019; Alshammari, Yahya, & Haron, 2020; Getachew, 2022). According to Kariuki (2019), effective project leadership involves the ability to inspire and motivate team members, communicate clearly and concisely, delegate tasks appropriately, and make quick and informed decisions. Strong project leadership skills can help to ensure that team members are engaged and motivated to work towards the project's goals. Effective project leaders who can clearly articulate the project's vision, goals, and expectations play a crucial

role in aligning team members towards a common purpose, minimizing misunderstandings and conflicts (Mwakagomele, 2022). Strong leadership skills also enable quick and informed decision-making in the face of obstacles or challenges. By thinking critically, assessing risks, and making decisions efficiently, leaders can keep the project on track and address potential issues before they escalate into major problems (Kisamo & Mokaya, 2019).

Research by Faith (2018), Kyongo (2019), and Salvador, Alba, and Madiedo (2021) underlines the importance of project leadership experience in project success. Experienced leaders are adept at making informed decisions promptly, evaluating options, managing risks, and selecting the best course of action. They possess the skills to build and lead high-performing teams, understanding the nuances of team dynamics, communication, and conflict resolution crucial for team motivation and project engagement (Faith, 2018). Additionally, leadership experience equips leaders to anticipate and mitigate potential risks, proactively address issues, and adapt to changes in the project environment, consequently reducing the likelihood of project delays or failures (Kyongo, 2019). Experienced leaders excel at stakeholder communication, including clients, sponsors, and team members, by providing timely project updates, managing expectations, and addressing concerns professionally to foster collaboration and support (Arditi & Günçe 2020).

Furthermore, experienced project leaders can develop and implement strategic plans aligned with organizational goals and objectives. By having a clear vision for the project, setting realistic milestones, and monitoring progress towards achieving objectives, they ensure successful project delivery within schedule and budget (Stare

& Ferjan 2019). Moreover, studies by Allayarova, Калашникова, and Yulia (2018), Kai-Kristina and Marion (2020), and Zada, *et al.* (2022) highlight the pivotal role of project leadership control in project outcomes. Leaders with control over resource allocation can optimize resource utilization by effectively allocating budget, manpower, and equipment to various project tasks, facilitating timely project completion within budget constraints (Zada, *et al.*, 2022).

Despite the fact that leadership skills, leadership experience, leadership style, and leadership control has been found to be the key factors that influence project performance as proposed by Al Kazaz and Shibani (2019), Chen *et al.* (2019), Kai-Kristina and Marion (2020), and Zhang, *et al.* (2018), there is a dearth of knowledge in Tanzania about project management leadership and its influence on project performance. With this knowledge gap, the study aims to establish the impact of project management leadership on the performance of projects in Tanzania particularly the performance of NSSF projects.

Many studies conducted on the performance of NSSF projects focused on other factors rather than project management leadership (Kaitilla, 2022; Massawe & Sanga, 2022; Seif, 2019; Silayo, 2020). Therefore, considering the significance of real estate investment to the economy, the analysis of project management leadership at NSSF is crucial. NSSF initiatives play a crucial role in driving economic growth through investments in infrastructure, real estate, and various sectors (NSSF, 2023). According to Migiro and Masanja (2020), the NSSF investment projects to the creation of jobs, increased productivity, and ultimately contributes to the overall improvement of the economy. Additionally, in the NSSF reports of 2020, it has been

reported that NSSF focuses on project investments in order to ensure the long-term sustainability of its benefits and services (NSSF, 2021), which creates a sense of security and stability for beneficiaries as they can rely on these benefits during periods of financial hardship(NSSF, 2020).

Given the role of project management leadership on project performance, this study therefore aims to establish its influence on the performance of NSSF projects with a focus on the project leadership skills, experience, control, and leadership style. The selection of these variables in this study was guided by their extensive exploration in the existing literature, ensuring a robust foundation for our research. By establishing the impact of project management leadership on the performance of projects, organizations can identify the most effective leadership practices and implement them to enhance project outcomes(Almeida & Cunha, 2020).

This research also provides valuable insights for project managers, team members, and stakeholders to better understand the role of leadership in project success and how it can be leveraged to achieve better results. Guided by leadership theory, this study examined how these variables affect the performance of NSSF projects. According to leadership theory, effective leadership involves specific traits, behaviors, and skills that enable individuals to guide, motivate, and influence others towards common goals(Junyoung, Hwansoo & Hangjung, 2021).

1.3 Statement of the Problem

Although the National Social Security Fund in Tanzania plays a crucial role in managing various projects so as to ensure financial security for its members (NSSF,

2023), these projects have encountered challenges such as delays, cost overruns, and quality issues (CAG, 2023). Fortunately, a study conducted by Uwizeye and Narayan(2022)identified project management leadership as a key factor that can significantly impact the success of these projects. Stare and Ferjan(2019) added that effective project management leadership enhancesthe setting of clear program goals, improving strategic decisions, efficient resource allocation, and motivating team members.

However, despite the significance of the project management leadership, its impact on the performance of NSSF's projects in Tanzania has not been extensively studied, given that most of the studies conducted in the area, such as Kaitilla (2022), Massawe and Sanga (2022), Seif (2019), and Silayo (2020), focused on other factors of project performance rather than project management leadership. Therefore, considering the importance of these projects in Tanzania, it is essential to analyze project management leadership at NSSF.

This research aims to examine the influence of project management leadership on the performance of NSSF's projects in Tanzania. By evaluating leadership styles, skills, experience, and control within NSSF, the study identified factors contributing to project success or failure. The findings of this study offer valuable insights for NSSF and other organizations in Tanzania seeking to enhance their project management practices. Understanding the role of project management leadership in project performance will enable NSSF to implement targeted interventions and strategies to improve project success and better serve its members.

1.4 Research Objectives

1.4.1 General Research Objective

The main objective of this study is to establish the impact of project management leadership on the performance of NSSF's projects in Tanzania.

1.4.2 Specific Objectives

- i. To examine the impact of project management leadership skills on performance of NSSF's projects.
- ii. To determine the impact of project management leadership experience on performance of NSSF's projects.
- iii. To examine the impact of project management leadership control on performance of NSSF's projects.
- iv. To determine the impact of project management leadership style on performance of NSSF's projects.

1.5 Research Questions

- i. What is the impact of project management leadership skills on performance of NSSF's projects?
- ii. What is the impact of project management leadership experience on performance of NSSF's projects?
- iii. What is the impact of project management leadership control on performance of NSSF's projects?
- iv. What is the impact of project management leadership style on performance of NSSF's projects?

1.6 Significance of the Study

This research study is significant in many aspects, including theoretical, methodological, and practical significance. First, the theoretical significance of the study findings lies in their ability to provide a framework for understanding the key leadership strategies that are essential for successful project implementation. By examining the various leadership styles and practices that are most effective in the context of project management, the study findings can inform NSSF on how to better plan, organize, and execute their projects.

Also, from a methodological standpoint, the research findings can also be instrumental in guiding the NSSF in how they approach their project management processes. By identifying best practices in project leadership, the research findings can enable the NSSF to refine their project management methodologies and implement more effective strategies for achieving project goals. Furthermore, the practical significance of the research findings cannot be understated. By implementing the recommendations outlined in the research findings, the NSSF can be able to enhance the performance of their projects so as to increase stakeholder satisfaction, improve project quality, and increase return on investment.

The organization can also be able to align their project management practices with industry standards, ensuring that they remain competitive in the market and meet the evolving needs of their clients. In the same vein, future researchers and academicians can benefit from this study as it forms the basis for future research as well as provides literature material for future research. Similarly, the findings of this study add to the body of knowledge on the impact of project management leadership on

the performance of projects.

1.7 Scope of the Study

The study was conducted at the NSSF head office in Tanzania. Also, the study is confined to the impact of project management leadership on the performance of NSSF's projects in Tanzania. Specific confinement is on the impact of leadership skills, leadership experience, leadership control, and leadership style on the performance of NSSF's projects.

1.8 Organization of the Study

This study was subdivided into five chapters. First chapter dealt with introduction. It presented background of the study, statement of problem, research objectives, research questions, justification/significance of the study, limitations and scope of the study, and brief description of thesis structure. Second chapter came up with literature Review. It identified the theoretical review, conceptual review, empirical review and conceptual framework. Third chapter was research methodology. It showed the research philosophy, research design, area of the study, study population identification, sampling procedure, data collection, operational definition of variables, reliability and validity, methods of data analysis, and ethical considerations. Chapter four was findings and discussion. Fifth chapter was the summary of the findings, conclusion, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

This chapter presents a comprehensive literature review on project management, leadership, and the performance of projects by previous researchers, with the intent of collecting enough evidence to validate a theory and apply the theory to a real study. The chapter begins with the definition of key terms. Theoretical review, empirical review, and conceptual frameworks followed after defining key terms. The research gap in the empirical literature was identified, and finally, a summary of the chapter was provided.

2.2 Definition of Key Terms

2.2.1 Leadership Skills

Leadership skills is defined as the qualities and abilities that enable a person to effectively lead and influence others in order to achieve a common goal or objective (Alshammari, Yahya & Haron, 2020). These skills include the ability to communicate effectively, motivate and inspire others, make decisions, delegate tasks, solve problems, and provide direction and guidance. In this study, leadership skills are defined as the ability to use one's knowledge and competencies to accomplish a set of goals or objectives, and these skills can be acquired through talent, training, and practice.

2.2.2 Leadership Experience

Leadership experience refers to the knowledge, skills, and attributes gained through leading and managing individuals or groups towards a common goal (Kyongo,

2019). This experience could be developed through formal leadership positions such as managing a team or department in a professional setting, or informally through leading projects, initiatives, or volunteer work. Also, Kariuki (2019) defined leadership experience as any exposure and experience an individual gain over a period of time. In this study, leadership experience is used to define the past experience of project leaders in managing projects. The study measures the manager's experience in terms of years spent in project management, past involvement, and the quality of his work.

2.2.3 Leadership Control

Leadership control is the ability of a leader to manage, direct, and influence the actions and decisions of a group or organization (Dědečková, 2020). It involves setting goals, providing guidance, making decisions, and ensuring that the group is working towards achieving its objectives. Also Zada *et al.* (2022) defined leadership control as the ability of a leader to influence, guide, and direct the actions and behaviours of others towards the achievement of common goals and objectives. With respect to the above definitions, this study defines leadership control as that leadership system in which, even if the best plans may go wrong, control is exercised to ensure that at all levels of the project, everything takes place according to plan and that the organization's resources are distributed in a way that the project's goals are reached.

2.2.4 Leadership Style

Leadership style refers to the approach in which a leader directs, motivates, guides, and manages their team or organization (Arditi & Günçe, 2020). It encompasses the

leader's communication style, decision-making approach, motivational techniques, and overall behavior in a leadership role. Various leadership styles include autocratic, democratic, transformational, laissez-faire, and situational, among others. Also, Akparep, Jengre, Mogre (2019) defined leadership style as the manner in which a leader interacts with and guides their team or organization. The style a leader adopts can greatly impact the morale, productivity, and success of their team or organization.

2.2.5 Project Success

Alvarenga, Branco, Guedes, Soares (2020) defined the successful completion of a project as achieving the project objectives within time, within cost, and at the desired scope, while utilizing resources effectively and at the desired level of quality. McLeod, Doolin & MacDonell (2019) explains that project success could be measured against overall objectives; however, project management success is measured against traditional factors of performance such as completing projects within time, cost, budget, scope, and quality. This explains that project success can be defined as an analogy of a hexagon, where, in addition to the traditional dimensions of time, cost, and quality, other requirements must be met, such as the satisfaction of the end users and the approval of other stakeholders (McLeod, *et al.*, 2019).

2.3 Theoretical Literature Review

This section shows a review of theory relevant to the topic of the study. The researcher has chosen theory of leadership to inform and guide the study.

2.3.1 The Theory of Leadership

The theory was largely developed in the 19th century, closely associated with historian Thomas Carlyle. Carlyle famously remarked that "the history of the world is but the biography of great men," emphasizing the impact of influential leaders and heroes in shaping history. He believed that true leaders possessed exceptional qualities that inspired and captivated the masses. The theory of leadership is the idea that certain individuals have innate qualities or traits that make them natural leaders (Gehring, 2007). These individuals possess characteristics such as charisma, intelligence, self-confidence, and decisiveness that allow them to effectively guide and inspire others (Liu, Peng, & Wen, 2023).

In project management, trait leadership theory is typically applied to identify skill sets and characteristics that have the potential to improve the project team's overall performance when it comes to activities related to project management. The theory also emphasizes that not everyone has the ability to lead a project or create a successful project by achieving goals and objectives through adherence to the discipline involved in the project management process.

Project managers can use the traits leadership theory to discover a set of traits that could improve project managers' success in their roles. Liu *et al.* (2023) identify these traits as "problem-solving skills, self-confidence, energy and initiative, perspective, communication, results orientations, and negotiating abilities. These are intrinsic personality traits that respond to the main challenges encountered in project management. Possession of the traits identified by Liu *et al.* (2023) are also consistent with the main concerns of project management enumerated by the

PMBOK.

Despite its significance for project success, there are certain disadvantages associated with this specific leadership theory. According to this theory, leadership is mostly innate rather than acquired through learning, meaning that leaders are not made; rather, they are born. In this sense, a number of studies have challenged the theory, arguing that improved leadership skills come from experience and knowledge sharing—things that can only be attained by consistently working on active project management tasks. In accordance with numerous scholars, this theory lacks reliability and validity, as the argument that leaders are born and not made in the process is significantly contradicted.

On the other hand, it has also been shown through trait theory analysis that not every person considered a leader possesses the necessary skills to lead effectively or oversee project management responsibilities. Over time, these factors have led to criticism and doubts regarding the specific theory's ability to offer accurate definitions about the dissimilar roles of leadership in project management. Furthermore, it has frequently been seen that individuals who exhibit the qualities that the trait leadership theory states are necessary for a leader have frequently failed to exercise successful leadership. Additionally, this theory has not proven successful in accurately describing the characteristics of strong leaders (Di Giulio, 2019). As a result of the challenges in applying the trait leadership school of thought to the explanation of organizational leadership, other schools of leadership theory, like situational and contingency leadership theories, have emerged.

The theories of contingency leadership concentrate on specific factors that define an environment, which aid in identifying an efficient leadership style (Hussain, Haque, & Baloch, 2019). According to Fielder's contingency theory, a leadership style that produces excellent outcomes in a particular environment may not be appropriate in another environment. The theory takes into account a number of factors that affect a leader's ability to take control in a certain circumstance. These include the ability to manage tasks, improve relationships within the team, and possess powers.

Moreover, contingency theory divides leaders into two categories: relationship-oriented and task-oriented. Leaders that are task-oriented tend to perform better in work environments that are well organized and where there is a positive relationship between members and leaders. In situations where he or she has a strong or even weak power to make decisions, the leader also works and achieves outcomes (Hussain, *et al.*, 2019). Contingency leadership theory can help in influencing the motivational skills of a leader by providing explanations on how leaders can analyze various situations that result in low motivation and commitment. This can help a project manager turn around the problems that constantly recur in the field of project management.

In contrast to contingency leadership theories, situational leadership theories suggest that leaders choose the best ways to carry out their leadership responsibilities based on the current circumstances within the organization. This means that in the course of a project's execution, situational leaders in project management can assist in resolving issues that arise as goals and procedures change. The contribution of situational leadership theory in explaining the roles of leadership in project

management is also evident by appreciating that particular scenarios requiring the making of decisions call for different forms of leadership styles (Gemedu & Lee, 2020). For example, an authoritarian leadership style is the perfect choice when leaders have an abundance of expertise and understanding about how to best push organizational success (Mshanga, 2022).

On the other hand, when employees have a high degree of expertise in their areas of specialization, the adoption of a democratic type of leadership is most appropriate in order to promote project success. Another theoretical paradigm for explaining leadership is the charismatic school of thought. According to Akparep *et al.* (2019), this school of thought inherited situational leadership theory and refined it into either transactional or transformational leadership styles. The distinction between transformational and transactional leadership is based on the central concerns of each style.

On the other hand, the competency school of thought established by the competency model of leadership connects different theories of leadership. In this sense, the competency model offers a thorough and comprehensive method for studying organizational leadership (Bagaeva, Iliashenko, & Borremans, 2018). Bagaeva *et al.* (2018) state that the competency school reflects the traits, behaviors, visionary, situational, and emotional intelligence facets of the other schools to present a robust description of a leader. Under the stipulations of PMBOK, project planning management also includes a number of activities, such as the planning process, which determines what needs to be acquired and how it will be accomplished (Kavishe & Chileshe, 2018).

In this complex process, different leadership skills and styles are required to be employed during the project processes. In this particular study, the Theory of Leadership is highly relevant in understanding the impact of project management leadership skills, experience, control, and style on the performance of projects within NSSF. Effective leadership in project management is critical for ensuring the successful completion of projects and achieving organizational goals.

However, despite its significance, the theory has got some limitations. One of the limitations of the theory is its focus on individual leaders rather than looking at the broader organizational context in which they operate. This narrow focus may lead to an overemphasis on the qualities and behaviors of a single project manager, while overlooking the influence of other factors such as organizational culture, structure, and processes. Another weakness of the leadership theory in this context is its tendency to prioritize certain leadership styles or traits over others. For example, the theory may suggest that a transformational leadership style is always the most effective for project management, without considering the specific requirements and challenges of different projects. This can lead to a one-size-fits-all approach that may not be suitable for all projects or organizations.

Additionally, the leadership theory may also fail to adequately address the dynamic and complex nature of project management. Projects are often characterized by uncertainty, ambiguity, and rapid change, which can make it challenging for leaders to enact a fixed set of leadership practices or behaviors. The theory may struggle to account for the need for flexibility, adaptability, and responsiveness in project leadership.

Finally, the leadership theory may have limited predictive power when it comes to understanding the impact of project management leadership on project performance. While certain leadership practices and behaviors may be associated with positive outcomes in some projects, there may be other factors at play that contribute to success or failure. The theory may not be able to fully capture the intricacies and nuances of project management and its relationship to leadership effectiveness.

2.4 Empirical Literature Review

This section presented the empirical studies and their findings. The empirical studies are presented in accordance with the study's objectives, which are largely associated with dependent and independent variables.

2.4.1 The Impact of Leadership Skills on the Performance of Projects

Aschalew (2020) in his study, he sought to determine the effect of leadership skills on the project success of Ethiopian Defense Construction Enterprise, Addis Ababa, Ethiopia. The study adopted an explanatory research design with a target population of 126, from which a sample size of 88 respondents was selected through proportional random clusters using the Krekel and Morgan scale. Data was collected through questionnaires and analyzed using qualitative and descriptive statistics through the use of Stata models at a 95% level of confidence.

The findings indicated that leadership skills had a significant positive effect on the success of projects. Given the fact that the projects are unique and complex in nature, the study recommends the adoption and application of a mix of the best of leadership competencies. Also, the study recommends that the project staff and

management undergo training before they begin operations.

Charlotte (2023), in his study, attempted to find out the effect of project management leadership competency on the project implementation process of the Green Gicumbi Project in Rwanda. The study adopted descriptive and correlational research designs. In addition, for the study to realize the accomplishment of the above objectives, a combination of questionnaires, interviews, documentary reviews, and other reports were used. The study used a sample size of 98 respondents, and these included project management, project partners' staff, and the project's ordinary staff. The ANOVA test was carried out and discovered a P-value of 0.001, which was less than alpha (5%), the significance level. The study revealed that there is a positive and significant relationship between leadership competence and the implementation of the Green Gicumbi Project.

Mbulamaye (2022), in his study, adopted a cross-sectional research design along with a quantitative approach to examine the effect of leadership skills on project performance among the Discretionary Development Equalization Grant Projects in Budaka district, Uganda. The study targeted a population of 120, and from this population, a sample size of 92 was determined using a simple random sampling technique. Data was collected through a closed-ended questionnaire. Data were analyzed through descriptive statistics, correlation, and regression. The correlation results revealed a significant relationship between leadership skills, teamwork, and project performance. The regression results indicated a significant positive relationship between leadership skills and project performance. The findings, therefore, suggest that leadership skills require the support of teamwork to enhance

the performance of DDEG projects in Uganda's local government sector.

Kisamo and Mokaya (2019) in their study attempted to establish the influence of project management skills on performance of construction projects in Tanzania regarding construction firms based within Mwanza. The study targeted selected construction firms within the Mwanza city and especially the ones that deal with the major projects that have high impacts to the country economy currently being undertaken within the city. The study adopted explanatory research design covering a target population of 117 staffs working at the construction firms in Mwanza.

Questionnaires used in data collection instrument from a simple random sample of 47 respondents. The study employed both quantitative and qualitative research in its data analysis. Data collected were analysed using both descriptive and inferential statistics. The study found out indeed project management skills influence performance of construction projects in Tanzania regarding construction firms based within Mwanza. The study revealed that projects are constrained by inadequate planning skills that are required for effective planning for project success; project planning is complicated and risky, hence requires varying skills sets for successful project implementation and management. The study concluded that adequate professional and technical skills required in project management is an important foundation for ensuring the success of each project.

Mwakagomele (2022) examined the effect of manager's soft skills on project performance of Jumbo mining project in Lindi Tanzania. Three specific objectives guided this study; to determine the effects of manager's communication skills on

project performance, to determine the effect of manager's leadership skills on project performance and to determine the effect of manager's problem solving skills on project performance. The study used quantitative approach and a case study design. Questionnaires were used to collect data from 118 respondents. Descriptive statistics, Pearson correlation and linear regression analysis were used to analyse data. The study found that manager's communication skills, leadership skills, and manager's problem solving skills are significantly and positively affect project performance.

2.4.2 The Impact of Leadership Experience on the Performance of Projects

Uwizeye and Narayan (2022) sought to find out the effect of leadership experience on the performance of the SCP and SRHR projects in Bugesera district, Rwanda. During data collection, the study employed a combination of questionnaires, interviews, documentary reviews, and other reports. The target population of the study had been 537 employees and project beneficiaries, but a sample size of 84 respondents was considered. This sample consisted of 73 project beneficiaries and 11 project staff.

The sample was obtained through census and random stratified sampling techniques for staff and beneficiaries, respectively. Data were analyzed through descriptive and inferential statistics, where correlational and regression analyses were recognized. Findings revealed that 97.2% of the respondents strongly agreed that project leaders apply leadership experience to plan projects effectively. From the regression equation, it was revealed that leadership experience has a positive impact on the performance of the SCP and SRHR projects in Rwanda.

Kamanzi (2022) adopted a descriptive research design to find out the role of leadership experience in the implementation of university leadership projects in Rwanda. The sample size of the study was 56 employees of the university leadership project, obtained through universal sampling techniques. A questionnaire was used to collect data, and descriptive statistics and inferential statistics as methods of data analysis were also used. The study findings revealed that leadership experience has a significant positive role in the implementation of university leadership projects. The study concluded that leadership experience is significantly linked to the implementation of university leadership projects; they play an important role in enhancing the projects to be implemented.

Salvador, Alba, & Madiedo (2021) conducted a study to examine how project managers' breadth of experience influences project completion time under different levels of project complexity. Using longitudinal data from 9,765 enterprise resource planning (ERP) system projects executed by a software services organization, the study found that managers' breadth of experience has a U-shaped impact on project completion time. From a practical standpoint, these findings suggest that project managers' breadth of experience is a critical driver of project performance and should be a key consideration in the selection of managers to lead knowledge work, especially for complex projects.

2.4.3 The Impact of Leadership Control on the Performance of Projects

Faith (2018) conducted a study to determine the effect of leadership control on the performance of Compassion International projects in Kitui County, Kenya. The study adopted a descriptive research design with a target population of 160, from

which a sample size of 113 respondents was selected using stratified random sampling. Questionnaires were used to collect information. The quantitative data collected was analyzed using descriptive statistics such as frequencies, percentages, means, and standard deviations. In addition, the study conducted a multiple regression analysis to establish the relationship between the dependent and independent variables. Qualitative data was analyzed through content analysis. The findings revealed that leadership control had a positive correlation with project performance.

Kiih (2018), in his study, aims to examine the influence of leadership control on the performance of information technology projects at Fintech Kenya. The study employed a descriptive survey design and adopted a combination of both quantitative and qualitative methods. The targeted population comprised 100 full-time employees of Fintech Kenya, which included senior managers, project managers, project team members, and consultants. The sample size was 80, drawn from the targeted population, and this was in accordance with the Krejcie and Morgan formula. Questionnaires were used to collect information. Data was collected and analyzed through descriptive analysis and content analysis. From the findings, 66.66% of the respondents strongly agree that leadership control (processes and procedures) has a positive influence on the performance of IT projects.

The study concluded that there was a significant relationship between leadership control and the performance of IT projects. The study recommends the introduction of effective controls, including processes and procedures. Olufunmilayo and Hannah (2018) examine the influence of internal control systems on employee performance

at the Nigerian Association of Small-Scale Industrialists (NASSI) in Ondo State. The population was 4,500 enterprises registered with the Nigerian Association of Small-Scale Industrialists (NASSI) in Ondo State, out of which 195 randomly selected manufacturing enterprises formed the sample of the study.

Primary data were collected and analyzed using percentages and means. The hypothesized model structure was analyzed using ordered logistic regression with the significant level at $p = 0.05$. The study revealed that control environments and monitoring have a significant effect on employee performance. The study concluded that the internal control system significantly influences the employee performance of small-scale manufacturing enterprises in Ondo State, Nigeria. It was recommended that small-scale manufacturing enterprises give priority to the implementation of internal control system components since they influence employee performance and ultimately organizational performance.

2.4.4 The Impact of Leadership Style on the Performance of Projects

Mshanga (2022) conducted a study to investigate the impact of leadership styles on organizational performance at the National Social Security Funds Regional Headquarters in Arusha City, Tanzania. The study employed a correlational descriptive research design in which the leadership styles and organizational performance were described through descriptive statistics, and then a hypothesis was tested through regression analysis to establish the impact of leadership styles on organizational performance. Data was obtained through a questionnaire; which employees were given to fill out. Due to the fact that the total population constituted a small number, all 60 employees were involved in the study by filling out the

questionnaire. The findings revealed that organizational performance has a positive relationship with transformational and laissez-faire leadership styles. The study recommended that leaders in the organization under investigation should be encouraged to increase the use of transformational and laissez-faire leadership styles for effective organizational performance to be realized.

Assenga (2020) conducted a study at TCRA and involved 175 respondents to investigate the effectiveness of leadership styles on the performance of organization. The case study research design was employed during the study. Data collection instruments used were interview questions, observation schedules, documentary review guides, and questionnaires. Findings indicated that the majority of respondents were aware of the practice of leadership styles at TCRA and that the types of leadership styles employed by TCRA were transactional, transformational, interpersonal, and network governance leadership styles. It was revealed from the study that transactional leadership style focuses on results after setting, and transformational leadership style has been enabling managers and directors to encourage, inspire, and motivate employees to innovate and create changes that help to grow and shape the future success of the company. Thus, the use of interpersonal leadership styles resulted in leaders emphasizing interaction with their employees.

Nweke (2019) examined the effects of autocratic leadership, democratic/participative leadership, and laissez-faire leadership styles on workers' productivity at Golden Tulip in Dar es Salaam, Tanzania. Data were gathered from 80 questionnaires using a purposive sampling design. Multiple regression analysis was used to analyze the data collected. The study found that a democratic leadership style leads to high

workers' productivity in the Golden Tulip Hotel, Masaki, Dar es Salaam. It was also substantiated that a democratic leadership style gives room for group participation and offers equal opportunity for workers to contribute towards the realization and achievement of organizational goals and aspirations. In his recommendations, the researcher encouraged leaders and organizational managers to create a friendly and suitable environment, adequate training, teamwork, motivation, and exemplary leadership to enable their subordinates to reach their full potential and increase organizational productivity.

2.5 Research Gap Identified

The review of literature shows a number of studies have been written on project management leadership (Aschalew, 2020; Assenga, 2020; Charlotte, 2023; Faith, 2018; Kamanzi, 2022; Kiihoh, 2018; Kisamo & Mokaya, 2019; Mbulamaye, 2022; Mshanga, 2022; Mwakagomele, 2022; Nweke, 2019; Olufunmilayo & Hannah, 2018; Salvador *et al.*, 2021; Uwizeye & Narayan, 2022); however, most of these studies were not conducted in Tanzania, particularly at NSSF. That said, little is known about the impact of project management leadership on the performance of NSSF projects. This is the gap that this study set out to fill.

2.6 Conceptual Framework

This study is about the impact of project management leadership on the performance of projects. The dependent variable in this study is project performance. Project performance is measured in terms of "completion of project within time, budget, and quality; achievement of project; and beneficiary satisfaction. On the other hand, the independent variables include leadership skills, leadership experience, leadership

control, and leadership styles. The schematic representation of the relationships between dependent and independent variables is shown in Figure 2.1 below.

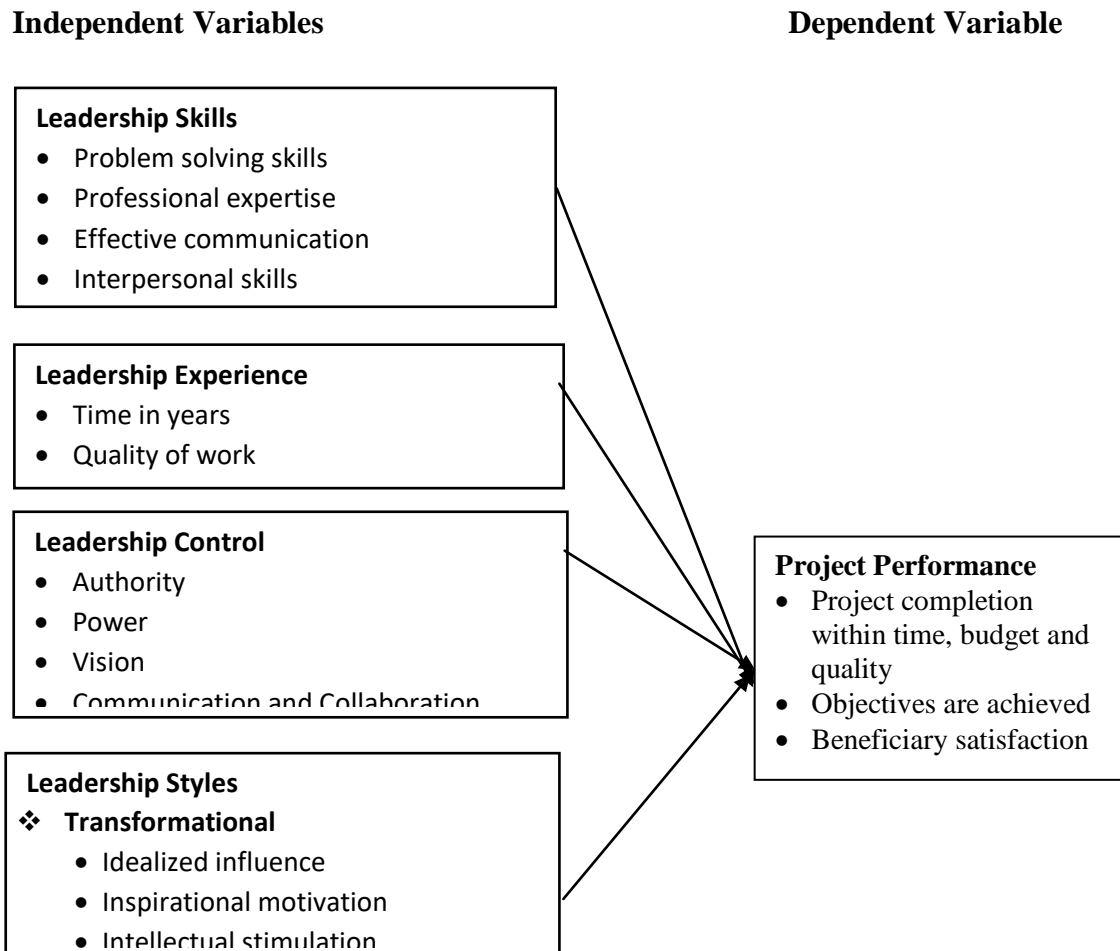


Figure 2.1: Conceptual Framework

Source: Researcher (2024).

2.7 Theoretical Framework

The dependent variable in this study is project performance. Based on reviewed literature (Ahmadabadi & Heravi, 2019; Alias *et al.*, 2014; Kiani & Standing, 2018), project performance is measured in terms of project completion within time, budget, and quality; objectives achieved; and beneficiary satisfaction. In addition, the independent variables, namely leadership skills, leadership experience, leadership

control, and leadership styles, were identified in the same literature. In this study, leadership styles are represented by transformational and transactional leadership styles.

Based on trait theory of leadership, leadership style theories, and existing literature(Aschalew, 2020;Charlotte, 2023; Faith, 2018;Mshanga, 2022;Uwizeye & Narayan, 2022), it was theorized that a project manager's leadership traits and leadership style have an influence on project performance. For instance, a project manager may make use of aspects of leadership traits, transformational leadership style, and transactional leadership style in order to enhance ownership of the project objectives and, hence, completion of the project within time, budget, and quality.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

This chapter describes the research methodology, which covers the details of the research philosophy, the research design, the study population and sample, data collection methods, reliability and validity of the measurement instruments, data analysis, and ethical issues that were considered during the study.

3.2 Research Philosophy

A research philosophy is an essential principle about how data concerning a phenomenon should be collected, examined, and applied. There are two research philosophies, namely positivistic and interpretivism paradigms. The positivist paradigm is quantitative in nature, whereas the phenomenological paradigm is qualitative (Tamminen & Poucher, 2020). In this study, the positivist paradigm was adopted to guide the design and execution of a research study. Positivist research philosophy is suitable for this study because it allows the researcher to generalize findings to a larger population (Mugenda & Mugenda's, 2003). Also by following a rigorous methodology, researchers can establish causal relationships between variables and make predictions about future events (Mbanaso, Abrahams, & Okafor, 2023).

3.3 Research Approach

This research utilized a quantitative approach, using questionnaires to gather data from the respondents. According to Karissa and Lakzadeh (2019), quantitative research involves collecting and analyzing numerical data to describe characteristics,

identify correlations, or test hypotheses.

3.4 Research Design

This study adopted an explanatory research design. The primary purpose of explanatory research is to explain why phenomena occur and to predict future occurrences. Explanatory studies are characterized by research hypotheses that specify the nature and direction of the relationships between or among the variables being studied. The research uses quantitative data and requires the use of statistical tests to establish the validity of the relationships. Explanatory research helps obtain a better understanding of the relationship between casual interrelated phenomena. Thus, on this ground, an explanatory research design was found to be suitable to analyze the impact of project management leadership aspects on project success.

3.5 Area of the Study

The study was conducted at the NSSF head office in Tanzania. The NSSF Head Office has been chosen because of the presence of a top management team that can make decisions for the rest of the other branches of NSSF. Also, the NSSF head office has been chosen because, despite their full mandate to control all projects invested by NSSF, most of the projects failed to deliver a satisfactory return compared to the amount of funds invested.

3.6 Target Population

Population refers to the collection of individuals or objects that are the focus of a scientific query (Michael, 2022). The target population in this study is the 85 working staff at NSSF Dar es Salaam from seven units, namely: Operation Unit,

Legal Service Unit, Accounting and Finance Unit, Internal Audit Unit, Planning, Investments, and Projects Unit, Procurement Unit, and Human Resource Management Unit(NSSF, 2023).

3.7 Sample Size and Sampling Technique

3.7.1 Sample Size

A sample size is a subset of cases of the total number of units included in the study in order to draw general conclusions about the entire population (Elfil & Negida, 2017). In this study, a total of 70 NSSF staff from the Operation Unit, Legal Service Unit, Accounting and Finance Unit, Internal Audit Unit, Planning, Investments, and Projects Unit, Procurement Unit, and Human Resource Management Unit were determined by Krejcie & Morgan's (1970) tabulation. Krejcie & Morgan's (1970) table is attached in Appendix II for more reference.

3.7.2 Sampling Techniques

This refers to the techniques employed by an individual in selecting items for the sample. This study used a systematic sampling. Systematic sampling is a probability sampling method for obtaining a representative sample from a population (Kalton, 2017). To use this method, a researcher started at a random point and then selected subjects at regular intervals of every n^{th} member of the population. Like other probability sampling methods, the researcher identified the population of interest before sampling from it (Cochran, 1946). Researcher used systematic sampling because it is easier to perform than simple random sampling, which can be cumbersome with large populations. It's a simpler process because only the initial selection is random, and then the fixed sampling interval expedites the rest of the

process. Despite being a more straightforward procedure, systematic sampling can produce samples that faithfully represent the population (Elfil & Negida, 2017).

3.8 Data Collection Instruments

Data collection is the process of gathering information from a variety of sources, including focus groups, audiovisuals, documents, interviews, and observations (Rimando, Brace, & Namageyo-Funa, 2015). In this study, the researcher employed a questionnaire as the primary tool to collect primary data from the selected respondents. In this study, the questionnaire consisted of a 5-point satisfaction Likert scale that was utilized to seek the respondent's views on the performance of NSSF projects in relation to project management leadership.

A questionnaire is deemed an appropriate instrument for data collection in this study because it can reach out to a large number of respondents within a short time, has the ability to accord respondents adequate time to respond, and offers a sense of privacy and confidentiality to the respondent. The researcher therefore opted for this instrument as a quick and cost-effective way to collect data.

3.8.1 Pilot Study

A pilot study was conducted prior to the actual research to pre-test data collection instruments. This helped to identify potential problem areas and deficiencies in the research instruments. To pre-test the research instrument in this study, a total of 9 (10.0% of the total population) respondents were selected. The selected respondents for the pilot study were not included in the actual study.

3.8.2 Validity of Instruments

Validity refers to the extent to which the instrument being used is measuring the concept set out to be measured (Mugenda & Mugenda, 2003). To enhance validity of an instrument in this study, the instruments were subjected to an expert who noted how each of the specified study objectives and research questions were captured in the instrument. In addition, the results obtained from the pilot study helped to improve the validity of the research instrument.

3.8.3 Reliability of an Instrument

Reliability is the extent to which results are consistent over time. A research instrument is considered reliable if the results of a study could be reproduced using a similar methodology (Heale & Twycross, 2015). It has been argued that there can be no validity without reliability and a demonstration of validity is sufficient to establish reliability (Lincoln, 1985; Patton, 2001). Internal consistency indicates how well the items on a tool fit together conceptually. The instrument was checked on how well they fit with the concepts in the area of study before piloting is done.

After the verification, the instrument was piloted to test and confirm its reliability. After piloting, it is necessary to calculate and report Cronbach's alpha reliability coefficient for internal consistency (Gliem & Gliem, 2003). Cronbach's alpha reliability coefficient normally ranges between 0 and 1. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. According to Gliem and Gliem (2003) and Nunnally (1978), an alpha coefficient of 0.7 and above is an acceptable reliability coefficient. In this study, for testing the reliability of the data collection instruments (questionnaires), nine members were

chosen to take part in the pilot study. The Cronbach alpha was computed and the outcomes for each variable are detailed in Table 3.1 provided below.

Table 3.1: Reliability Test

Variable	Cronbach's Alpha	No. of Items
Project Management Leadership Skills	0.802	6
Project Management Leadership Experience	0.767	6
Project Management Leadership Control	0.710	6
Project Management Leadership Style	0.782	6
Project Performance	0.703	8

Source: Research Data, 2024.

The Table 3.1 results showed that the variables leadership skills, leadership experience, leadership control, leadership style, and project performance had reliability values of 0.802, 0.767, 0.710, 0.782, and 0.703 respectively. These values exceeded the recommended Cronbach Alpha coefficient of 0.70 (Creswell & Poth, 2017), indicating that the instruments were highly reliable. According to Creswell and Poth (2017), a Cronbach Alpha coefficient of 0.7 or higher is considered sufficient for most studies. Additionally, the clarity of the questionnaires was improved in the pilot study by modifying vague or inadequate items, further enhancing the reliability of the research tools.

3.9 Measurement of Variables

The dependent variable in this study is presented by project performance whereas the independent variables leadership skills, leadership experience, leadership control, and leadership style. In this study, the researcher used nominal and ordinal scales to assign numerical values in the variables under the study. Nominal scale was used as labels to categorize demographic features consisting of age, gender, educational

background, duration spent working for projects. Also, the 5 point Likert Scale was used to collect data on discrete opinions from respondents on project management leadership and project performance using scales of “5= Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree and 1 = Strongly disagree.”

3.10 Data Analysis Procedures

Data analysis is the entire procedure that begins immediately after the collection of data and ends when the data has been interpreted and processed. The filled-in questionnaires were revised to check for uniformity and comprehensiveness, compiled, coded, and cleaned for computer analysis. The Statistical Packages for Social Scientists (SPSS) were utilized to code, enter the quantitative information, and analyze it using inferential and descriptive statistics. Descriptive statistics based on frequencies and percentages were used to represent the demographic information of the respondents and the extent of their agreement with the research question. Inferential statistics based on regression analysis were used to measure the impact of project management leadership aspects on the performance of the project.

The linear regression model that was used to establish the impact of project management and leadership aspects on the return of the NSSF project is given as follows;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

Y = Dependent variable (Return of NSSF projects).

β_0 = Constant term

X_1 = Independent variable (Leadership skills)

X_2 = Independent variable (Leadership experience)

X_3 = Independent variable (Leadership control)

X_4 = Independent variable (Leadership style)

ε = Stochastic Disturbance Error Term.

To investigate whether the model fit well with the data, a model diagnostic was conducted to see whether the model met the assumption of the linear regression. That said, a researcher tested the basic linear regression assumptions, such as the normality of the distribution, multicollinearity, heteroscedasticity, and linearity, prior to running the regression model.

3.11 Ethical Considerations

The study was adhered to ethical standards and code of ethics to ensure that participants' rights are protected and that the findings are as trustworthy as possible. Mainly, the following ethical standards have been observed during the research process from data collection, analysis to report writing stages. Firstly, the researcher obtained an introduction letter from Open University of Tanzania that introduced him to the National Social Security Fund (NSSF). The researcher then got an opportunity to explain to the respondents about the research aim and purposes prior to the actual administration of the instruments.

To ensure the respondents rights and privacy, the researcher took caution when administering the data collection instruments to the respondents. The researcher provided a consent form to the respondents before they are provided with all the

requirements of the study. To ensure confidentiality, the respondents' names were not appear on the questionnaire. Furthermore, no respondents have been forced to participate in the study at any level.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Chapter Overview

The chapter presents findings that include data analysis and interpretation, categorized into descriptive and inferential statistics. Descriptive statistics focus on the response rate to the questionnaire and the demographic information of the respondents, while inferential statistics involve correlation and regression analysis. The chapter also discusses the findings obtained from the data analysis. The discussion of the findings was based on specific objectives.

4.2 Research Findings

4.2.1 Descriptive Statistics

4.2.1.1 Response Rate

The questionnaires were distributed to 70 NSSF employees and they were given 10 days to complete them. The questionnaires were used to gather information from various departments within the organization, including the Operation Unit, Legal Service Unit, Accounting and Finance Unit, Internal Audit Unit, Planning, Investments, and Projects Unit, Procurement Unit, and Human Resource Management Unit. Out of the 70 employees who received questionnaires, 68 were returned, resulting in a response rate of 97.1 percent. Mugenda and Mugenda (2003) suggest that a response rate of 50 percent is sufficient, 60 percent is good, and a response rate of 70 percent is very good.

Several factors contributed to the high response rate of 97.1% achieved by the study. First, the researcher established a strong rapport with the employees of NSSF by

explaining the purpose and importance of the study. He emphasized how the findings could potentially benefit the organization and its employees, which encouraged participants to take part in the research. Additionally, the researcher ensured that the survey instrument was clear, concise, and easy to understand. He also made sure that the questions were relevant and focused on issues that were of interest to the employees, which motivated them to provide thoughtful and meaningful responses.

4.2.1.2 Demographic Characteristics of the Respondents

Parts of the questionnaire were created to collect data on the demographics of the participants in this study. This data was crucial in understanding the makeup and background of the study group. In general, participants were asked to provide details on their age, gender, education level, work experience, and involvement in project implementation.

Table 4.1: Gender of Respondents (n=68)

Gender	Frequency	Percentage
Male	33	48.5
Female	35	51.5
Total	68	100.0

Source: Field Data, (2024)

The findings presented in Table 4.1 shows that the male and female participants in the study are nearly in equal proportions, with a slightly higher number of male employees. The gender disparities were slightly different at the NSSF head office. Creswell (2017) emphasizes the importance of maintaining gender balance in research to incorporate diverse perspectives, experiences, and insights in the development of new knowledge and scientific advancements. By ensuring equal

representation of both men and women in the study, researchers can conduct a more thorough analysis that addresses issues affecting both genders equally.

This finding has a positive implication on the reliability of the responses and the validity of the study's overall findings. Having a balanced representation of both men and women in the study increases the reliability of the responses and strengthens the validity of the study's overall findings. This is because with equal representation, researchers can conduct a more thorough analysis that addresses issues affecting both genders equally. This prevents any potential biases or skewed interpretations that may arise from a lack of gender balance in the study.

Table 4.2: Age of the Respondents

Age	Frequency	Percentage
Below 25 years	3	4.4
25-34 years	12	17.6
35-44 years	32	47.1
Above 44 years	21	30.9
Total	68	100.0

Source: Field Data (2024)

Table 4.2 demonstrates that the highest number of participants belonged to the age group of 35-44 years, with the smallest number being younger than 25 years old. The findings suggest that the majority of participants were adults aged 35-44 years and above. Age can act as a proxy for demographic factors such as education and work history. Furthermore, age may significantly influence attitudes, beliefs, and behaviors. This demographic skew towards older respondents could have implications for the reliability and validity of the study's overall findings. Firstly, age can act as a proxy for demographic factors such as education and work history.

Older respondents may have different levels of education and work experience compared to younger participants, which could influence their responses to the study's questions. Secondly, age may significantly influence attitudes, beliefs, and behaviors. Different age groups may have varied opinions and attitudes towards the topic being studied, which could impact the responses collected. The skewed demographic towards a different age group in this study accurately represents the diversity of opinions within the population being studied. This enhanced the generalizability of the study's findings and the validity of its conclusions.

Table 4.3: Respondents' Level of Education (n=68)

Level of Education	Frequency	Percentage
PhD	02	2.9
Master's Degree	08	11.8
Bachelor Degree	53	77.9
Diploma	05	7.4
Total	68	100.0

Source: Field Data, (2024)

The majority of participants (77.9%) in the study possess a university degree, with those holding a master's degree making up 11.8% of the group. A smaller percentage of participants have a diploma (7.4%) or a PhD (2.9%). This distribution highlights the high level of educational attainment among NSSF employees. According to Sugul (2017), education plays a crucial role in the successful completion of projects by providing necessary knowledge and skills to project team members. Understanding the educational background of respondents can provide insight into the demographic composition of the sample and ensure its representativeness. Different levels of education among respondents can influence their responses to research questions, underscoring the importance of a diverse sample for a

comprehensive understanding of the topic at hand. Furthermore, participants' level of education can shape their knowledge and perspectives on the subject matter, with higher levels potentially indicating a deeper understanding of complex issues and lower levels offering alternative viewpoints based on personal experiences.

This finding which revealed the high level of educational attainment among the participants in the study positively impacts the reliability and validity of the responses. Their diverse educational backgrounds offer a range of perspectives and insights, contributing to a more comprehensive understanding of the research topic. This underscores the importance of considering participants' educational backgrounds in research studies to ensure the quality and credibility of the findings.

Table 4.4: Work Experience (n=68)

Work Experience	Frequency	Percentage
Below 3 years	03	4.4
3 – 5 years	14	20.6
6 – 10 years	22	32.4
11–15 years	14	20.5
Above 15 years	15	22.1
Total	68	100.0

Source: Field Data, (2024)

Table 4.3 shows that a small fraction (4.4%) of the participants have less than 3 years of work experience, with a notable percentage (32.4%) falling into the 6-10 years' category. The group with over 15 years of experience represents 22.1% of the sample. About 20.6% and 20.5% of respondents have 3-5 years and 11-15 years of experience respectively. These findings suggest that employees at NSSF have a significant level of experience in project management. The duration of work

experience can influence an individual's understanding, expertise, and skills in the area of study. For example, a respondent with extensive industry experience may provide more detailed and insightful feedback than someone with limited experience. This finding which revealed the distribution of work experience among participants in the study lends support to the reliability and validity of the responses obtained and enhances the credibility of the study's overall findings.

Table 4.5: Participation in Project Implementation (n=68)

Participation in Project Implementation	Frequency	Percentage
Yes	58	14.7
No	10	85.3
Total	68	100.0

Source: Field Data, (2024)

The results presented in Table 4.5 reveal that the majority of the respondents (85.3%) have participated in the project implementation, suggesting they are knowledgeable about the factors that influence project performance. Their active engagement and comprehension of project implementation mean that researchers can anticipate receiving precise responses in the questionnaires.

This finding which revealed the high percentage of respondents who have participated in the project implementation bodes well for the validity of the study's findings. The likelihood of receiving precise and informed responses in the questionnaires is high; thanks to the knowledge and understanding of the factors at play demonstrated by the majority of the participants. This suggests that the study's results are likely to provide valuable insights into the factors that influence project performance, making them credible and useful for future research and decision-

making.

4.2.2 Results of Inferential Statistics

The researcher conducted correlation and multiple linear regression analyses to examine the impact of project management leadership on the performance of NSSF projects.

4.2.2.1 Correlation Analysis

Correlation is a statistical method used to quantify the strength and direction of the connection between two variables. According to Aggarwal and Ranganathan (2016), correlational analysis is useful for studying relationships between variables, but it cannot establish causation. In this study, Pearson Correlation was employed to analyze the linear relationships between continuous independent and dependent variables, as well as their significance. The goal of the test was to determine the degree of association between the independent and dependent variables. The correlation results are shown in Table 4.6 below.

Table 4.6: Pearson Correlation Coefficient between Independent Variables and Dependent Variable

H_0 : no relationship between the independent variables and dependent variable

H_1 : relationship exist

Independent Variables	Dependent Variable	
	Project Performance	
Leadership Skills	Pearson Correlation	0.521**
	Sig. (2-tailed)	0.000
Leadership Experience	Pearson Correlation	0.465**
	Sig. (2-tailed)	0.000
Leadership Control	Pearson Correlation	0.568**
	Sig. (2-tailed)	0.000
Leadership Style	Pearson Correlation	0.571**
	Sig. (2-tailed)	0.000

The null hypothesis shown in Table 4.6 was rejected because the p-value was less than 5% ($p = .0000$), suggesting a significant moderate positive correlation between project management leadership (Leadership skills, leadership experience, leadership control, and leadership style) and the performance of NSSF projects.

4.2.2.2 Multiple Linear Regression Analysis

After identifying a relationship through correlational analysis, a multiple linear regression model was created to explore causation and forecast an outcome variable. Before proceeding with the regression analysis, diagnostic tests were conducted on the regression model to evaluate the assumptions of linear regression, as outlined in the upcoming sections.

4.2.2.2.1 Normality Assumption

The analysis of linear regression necessitates that the independent variables display a normal distribution. In this study, skewness and kurtosis were utilized to assess deviations from normality.

Table 4.7: Normality Test Result

Independent variables	N	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std. Error
Leadership Skills	68	-0.838	0.291	0.912	0.574
Leadership Experience	68	0.003	0.291	0.140	0.574
Leadership Control	68	-0.686	0.291	0.102	0.574
Leadership Style	68	0.140	0.291	0.023	0.574

Source: Field Data (2024)

Skewness evaluates the symmetry of a variable's distribution (Hair, Black, Babin, & Anderson, 2022), while kurtosis determines if the data's tails are heavier or lighter

than those of a normal distribution (George & Mallery, 2016). When skewness and kurtosis values cluster around zero, the data is considered to be normally distributed. The findings of this study indicate that both skewness and kurtosis test results are approaching zero, suggesting that all variables conform to a normal distribution.

4.2.2.2.2 Multicollinearity Assumption

Multicollinearity is a common issue in regression models when the independent variables are correlated with each other, leading to higher variance in regression coefficients and potentially compromising the validity of the regression equation. In this study, multicollinearity was evaluated using the Variance Inflated Factor (VIF) and tolerance value. A VIF over 10 and tolerance value below 0.10 suggest a possible multicollinearity problem (Hair *et al.*, 2010). Table 4.8 shows the Tolerance and VIF values for the independent variables.

Table 4.8: Tolerance Value and the Variance Inflation Factor (VIF)

Independent variables	Collinearity Statistics	
	Tolerance	VIF
Constant		
Leadership Skills	.667	1.499
Leadership Experience	.822	1.217
Leadership Control	.648	1.544
Leadership Style	.993	1.007

Dependent Variable: Project Performance

The results displayed in Table 4.8 indicate that there is no multicollinearity among the independent variables. This is supported by the Tolerance values exceeding 0.10 and VIF values below 10. Therefore, the study does not appear to be experiencing any problems related to multicollinearity.

4.2.2.2.3 Heteroscedasticity Assumption

Heteroscedasticity in a regression model indicates that the variance of the errors differs across observations. To identify heteroscedasticity, a Breusch-Pagan test was used in this study, and the results are presented in Table 4.9.

Table 4.9: Breusch-Pagan Test for Heteroscedasticity

H_0 : Homoscedasticity	
H_1 : Heteroscedasticity	
Model	P-Value
Residual	0.768

Dependent Variable: res_squared

Predictors: (Constant), Leadership Skills, Leadership Experience, Leadership Control, Leadership Style

Source: Field Data (2024).

The null hypothesis regarding constant variance or homoscedasticity was not rejected, as the p-value of the errors in Table 4.9 was greater than 0.05. This suggests that the variance of the errors remains consistent across observations, leading to the conclusion that heteroscedasticity is not present in the regression model. After satisfying the fundamental requirements of linear regression analysis, the model was then estimated to evaluate the impact that independent variables exert on the dependent variable.

4.2.2.2.4 Multiple Linear Regression Model Estimation

A multiple linear regression model was used to analyze how predictor variables (leadership skills, leadership experience, leadership control, leadership style) affect the performance of NSSF projects. The results of the Model Summary, ANOVA, and Regression Coefficients are found in the following sections.

Table 4.10: Model Summary

Model	R	R Square	Adjusted R Square
1	0.791	0.6257	0.444

Predictors: (Constant), Leadership Skills, Leadership Experience, Leadership Control, Leadership Style
Source: Field Data (2024)

According to the data presented in table 4.10, there is a strong correlation between the independent variables and dependent variable, as evidenced by a correlation coefficient (R) of 0.791. The coefficient of determination (R Square) further supports this relationship, with a value of 0.6257 indicating that 62.6% of the variations in Project Performance can be explained by changes in leadership skills, experience, control, and style. The remaining 37.4% of variability is attributed to factors not considered in this study. Ali and Younas (2021) propose that a R Square value above 0.5 signifies the model's effectiveness in analyzing the connection between the independent and dependent variables.

Table 4.11: ANOVA Results for Regression Model Goodness of Fit

Model	Sum of Squares	df	Mean Square	F	P-Value
Regression	9.740	4	2.435	14.371	0.0000
Residual	10.675	63	0.169		
Total	20.415	67			

Dependent Variable: Project Performance
Predictors: (Constant), Leadership Skills, Leadership Experience, Leadership Control, Leadership Style
Source: Field Data (2024)

Table 4.11 shows that the ANOVA statistics indicate a F-test result of 14.371, with a p-value of 0.000. With a p-value below 0.5, the study concluded that the overall model is statistically significant and reliable for predicting the relationship between

the independent variables (leadership skills, leadership experience, leadership control, leadership style) and the dependent variable (Project Performance).

Table 4.12: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	P-Value
	B	Std. Error	Beta		
(Constant)	-0.501	0.509		3.384	0.001
Leadership Skills	0.207	0.094	0.247	2.212	0.031
Leadership Experience	0.218	0.085	0.256	2.551	0.013
Leadership Control	0.338	0.110	0.347	3.061	0.003
Leadership Style	0.203	0.089	0.209	2.290	0.025

Dependent Variable: Project Performance

Source: Field Data (2024)

The following is the estimated multiple linear regression equation:

$$\text{Performance of NSSF Projects} = -0.5 + .207X_1 + .218X_2 + .338X_3 + .203X_4$$

Where X_1 , X_2 , X_3 , and X_4 represent the leadership skills, leadership experience, leadership control, and leadership Style respectively.

Keeping all other variables constant, an increase in leadership skills in project management and implementation would boost the performance of NSSF projects by 20.7%. Additionally, an increase in leadership experience would increase the performance of NSSF projects by 21.8%. Similarly, an increase in leadership control would also enhance the performance of NSSF projects by 33.8%. Furthermore, an increase in leadership style would contribute to a 20.3% increase in the performance of NSSF projects, with all other variables held constant.

4.3 Discussion of Findings

This subsection provides a discussion of findings that align with the study objectives.

4.3.1 The Impact of Leadership Skills on Performance of NSSF's Projects

The study findings reveal a strong link between leadership capabilities and project performance at the National Social Security Fund (NSSF). This suggests that the leadership abilities of project managers and team leaders directly impact project success, leading to greater adherence to deadlines, adherence to budget constraints, and the achievement of project goals. It is crucial for organizations to prioritize the development of leadership skills in order to improve project outcomes and overall success.

This is further supported by Kamanzi's (2022) research on leadership skills in University projects and Aschalew's (2020) study on the success of projects at Ethiopian Defense Construction Enterprise, both of which highlight the positive influence of leadership skills on project results. Aschalew emphasizes the significance of leadership skills in motivating and adding value to projects. This finding is also aligned with Faith's (2018) study which emphasizes the need for a blend of leadership skills for the effective performance of Compassion International projects.

4.3.2 The Impact of Leadership Experience on Performance of NSSF's Projects

The research findings indicate that leadership experience has a significant impact on the performance of projects within NSSF. It was observed that for every additional year of leadership experience, there was a 21.8% increase in project performance. This emphasizes the crucial role of experienced leaders in leading NSSF projects effectively. The study shows that appointing leaders with substantial experience can result in better outcomes and higher success rates. Hence, it is imperative to

prioritize leadership experience when selecting leaders for future projects within NSSF to ensure improved project performance.

These findings are supported by previous research conducted by Uwizeye and Narayan (2022), Coronado-Maldonado and Benítez-Márquez (2023), and Chen *et al.* (2019), which also found a significant relationship between leadership experience and project performance. Uwizeye and Narayan (2022) emphasized the importance of leadership experience as a predictor of project success, recommending that project staff and management undergo training before commencing operations and that leaders be selected based on their experience and skills relevant to the project. Coronado-Maldonado and Benítez-Márquez (2023) noted that leadership experience enables leaders to anticipate and address potential issues proactively, leading to more efficient and effective project outcomes. Similarly, Chen *et al.* (2019) highlighted how experienced leaders improve communication, problem-solving, and decision-making within project teams, ultimately enhancing project performance.

4.3.3 The Impact of Leadership Control on Performance of NSSF's Projects

The findings of the study revealed that leadership control has a substantial effect on the performance of NSSF projects. This suggests that the ability of leaders to manage and guide project activities directly influences the overall success and productivity of NSSF projects. The study suggests that stronger leadership control is linked to improved project performance, including meeting deadlines, adhering to budget limitations, and accomplishing project objectives. This finding is consistent with Dědečková' (2020) research that found effective leadership has a significant impact on project performance, with leaders playing a key role in motivating and

guiding project teams towards achieving project goals.

Also the finding concurs with Allayarova, Калашникова, and Yulia (2018) study which highlighted that leadership is importance in guiding project teams and ensuring project success. According to Allayarova *et al.* (2018), leaders who exert control over project activities are more likely to achieve positive project outcomes. Similarly, Olufunmilayo and Hannah (2018) observed that leadership control is critically important to ensure satisfactory progress in attaining the organization's objectives and to make sure that the resources are used effectively.

4.3.4 The Impact of Leadership Style on Performance of NSSF's Projects

The results of linear model estimation revealed that there is a positive and significant impact of transformational leadership style on project success. The result agreed with the finding of Khatri, Chaubey, and Sahoo (2019), who claim that transformational leadership has a direct as well as indirect positive relationship with project success. In addition, the result is also supported by Borani, Malik, Raziq, and Ahmed (2018) and Suding, Maqbool, and Manzoor (2017), whose research confirmed that transformational leadership has a positive impact on project success. So, this research supports the existing literature regarding transformational leadership and project success. Essentially, transformational leadership is the ability of leaders to motivate their subordinates to behave up to expectations (Wang & Cao, 2018).

On the side of transactional leadership style, the result from multiple regression analysis revealed a positive significance effect of the transactional leadership style

on the performance of NSSF' project. Studies by Steyn, Bond, and Pretorius. (2018) have indicated that transactional leadership styles help boost performance in an organization and subsequent project success. Also, the previous studies conducted by Aigbavboa, Liphadzi, Thwala (2015) and Tyssen, Wald, and Speith (2014) suggest that transactional style may have a positive correlation as well as a significant effect on project success; however, transactional leaders work best with employees who know their jobs and are motivated by the reward-penalty system.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Chapter Overview

This chapter presents a summary of findings, discussion, and conclusion drawn from the findings. The chapter also highlights the recommendations that aim in providing insight on the performance of NSSF project and potential areas for further study in the future.

5.2 Summary of the Main Findings

The aim of the study was to establish the impact of project management leadership on the performance of NSSF's projects in Tanzania. Specifically, the study sought to establish the impact of leadership skills, experience, control, and style on project performance. The study population was 85 working staff from seven units in the NSSF head office, namely: Operation Unit, Legal Service Unit, Accounting and Finance Unit, Internal Audit Unit, Planning, Investments, and Projects Unit, Procurement Unit, and Human Resource Management Unit. Out of 85 targeted populations, only 70 were sampled using systematic sampling. A total of 68 respondents (a response rate of 97.1 percent) administered with the questionnaire were responding and returned the questionnaire. Descriptive statistics were conducted to examine the demographic information of the respondents whereas correlation and regression analyses were used to examine the relationship and causal relationships between the study variables respectively.

The study findings from correlation analysis revealed a significance moderate relationship ($r = 0.521$, $P\text{-Value} = 0.000$) between leadership skills and the

performance of NSSF projects. Also the finding revealed a significance moderate relationship ($r = 0.465$, $p\text{-value} = 0.000$) between leadership experience and the performance of NSSF projects. In the same vein, the finding revealed a significance moderate relationship ($r = 0.568$, $P\text{-Value} = 0.000$) between leadership control and the performance of NSSF projects. Moreover, the finding revealed a significance moderate relationship ($r = 0.571$, $P\text{-Value} = 0.000$) between leadership style (transformational and transactional leadership styles) and the performance of NSSF projects.

On the other hand, based on multiple linear regression analysis, the findings revealed that leadership skills had a significant positive impact in the performance of NSSF projects ($\beta = 0.207$, $P\text{-Value} = 0.031$). This implies that leadership skills had a 20.7 percent positive impact on the performance NSSF projects. Also, the result found leadership experience had a significant positive impact on the performance of NSSF projects ($\beta = 0.218$, $P\text{-Value} = 0.013$). This indicates that a leadership experience had a 21.8 percent positive impact on t performance of NSSF projects or 1% increase in leadership experience influence the increase of the project performance by 21.8%.

Similarly, leadership control was found to have a significance positive impact on the performance of NSSF projects ($\beta = 0.338$, $P\text{-Value} = 0.003$). This means that the performance of NSSF projects increases by 33.8% as the leadership control improve. Moreover, the result found leadership style (transformational and transactional style) had a significant positive impact on the performance of NSSF projects ($\beta = 0.203$, $P\text{-Value} = 0.089$). This implies 1% increase in leadership style affect the performance of NSSF project by 20.3%.

5.3 Implications of the Findings

The study revealed that leadership skills, experience, control, and styles all have a substantial positive influence on the performance of NSSF projects. This highlights the crucial role that project management leadership plays in the success of NSSF Projects. Thus, it is essential for NSSF to prioritize leadership skills, experience, control, and styles in order to enhance project performance.

5.4 Conclusion

This section presents the conclusion of the study based on findings obtained from the previous chapter.

5.4.1 The Impact of Leadership Skills on the Performance of NSSF Projects

From the study findings, it can be concluded that leadership skills affect the performance of NSSF projects. Leadership skills such as technical and professional expertise, conceptual thinking, strong communication skills, effective problem-solving skills, and effective decision-making skills has been shown to positively impact project outcomes, including timeliness, quality, and overall success. Leaders with strong communication, decision-making, and problem-solving skills are better able to motivate and inspire team members, set clear goals, and navigate challenges effectively. Additionally, effective leadership with strong leadership skills fosters a positive work culture, encourages collaboration, and ensures that resources are allocated efficiently.

5.4.2 The Effect of Leadership Experience on the Performance of NSSF Project

Based on the research findings, it can be concluded that leadership experience plays

a significant role in the performance of NSSF projects. Specifically, individuals with prior leadership experience demonstrate a higher level of project performance in terms of meeting deadlines, budget adherence, and overall project success. This may be attributed to their ability to effectively communicate, delegate tasks, and make decisions under pressure. As a result, organizations should consider the importance of leadership experience when assigning project roles and responsibilities to ensure successful project outcomes.

5.4.3 The Effect of Leadership Control on the Performance of NSSF Project

Based on the findings, the study concludes that leadership control plays a critical role in the success of NSSF projects. Effective leadership control is essential for driving project performance, ensuring project goals are met, and maximizing the utilization of resources. Also, effective leadership control, characterized by clear communication, strong decision-making skills, and the ability to motivate and guide team members can positively lead to the project performance. Conversely, lack of leadership control is associated with poor project performance, leading to delays, cost overruns, and overall lower quality outcomes. Furthermore, projects led by managers who demonstrated a high level of control exhibited increased productivity, enhanced collaboration, and better overall project outcomes compared to those led by managers with a more hands-off approach.

5.4.4 The Effect of Leadership Style on the Performance of NSSF Project

Based on the research conducted, it can be concluded that transformational leadership style has a significant positive effect on the performance of NSSF projects. Embracing a leadership style that focuses on inspiring and empowering

employees to reach their full potential has been shown to increase levels of employee engagement, motivation, and productivity. Transformational leaders excel in effectively communicating a clear vision, building trust, and providing support to their team members, leading to improved project outcomes such as meeting deadlines, achieving objectives, and delivering high-quality results. Therefore, organizations that adopt transformational leadership practices are likely to see a positive impact on the performance of their NSSF projects and overall success. Additionally, research has found that project managers who employ a transactional leadership style can also positively impact the performance of NSSF projects. By utilizing a transactional approach, project managers can enhance project performance within the NSSF framework.

5.5 Recommendations

In light of the above summary of findings and conclusions, the following research recommendations was made based on the specific objective.

5.5.1 The Effect of Leadership Skills on the Performance of NSSF Project

The research findings suggest that NSSF should focus on investing in the development and enhancement of leadership skills for project managers and team leaders. Effective leadership has been proven to have a positive impact on project success by providing guidance, motivation, and coordination to project teams. Therefore, NSSF should offer training and development opportunities to its leaders to improve their communication, decision-making, problem-solving, and conflict resolution abilities. By nurturing strong leadership within the organization, NSSF can enhance the chances of project success, increase stakeholder satisfaction, and

achieve better results. It is also important for NSSF to prioritize the recruitment and advancement of leaders who possess strong leadership skills and a successful track record in project management.

Building a competent leadership team will help create a culture of accountability, collaboration, and innovation that can drive the success of NSSF's projects. Furthermore, investing in leadership development is crucial for NSSF to unlock the full potential of its projects and ensure long-term success. By prioritizing the development of effective leadership skills, NSSF can gain a competitive edge and make a greater impact in its project delivery.

5.5.2 The Effect of Leadership Experience on the Performance of NSSF Project

The study's findings suggest that NSSF should place a greater emphasis on appointing leaders with extensive leadership backgrounds for their projects. This is due to evidence suggesting that leaders with more experience are better poised to enhance project performance. Additionally, the study recommends the establishment of mentorship programs for project leaders within NSSF. This initiative would allow project leaders to gain valuable insights and guidance from seasoned leaders within the organization, thereby bolstering their leadership skills.

5.5.3 The Effect of Leadership Control on the Performance of NSSF Project

The study also recommends implementing strong controls, establishing processes and procedures, setting clear objectives and defining staff roles and responsibilities. It emphasizes the importance of member involvement in project activities and

establishing a means of measuring performance to ensure optimal resource utilization and successful progress in performance.

5.5.4 The Effect of Leadership Style on the performance of NSSF Project

Based on the research findings, it is recommended that NSSF projects adopt a transformational leadership style to enhance their performance. The study indicated that transformational leaders have a positive influence on project success by inspiring and motivating their teams, promoting innovation, and fostering a positive organizational culture. By embracing transformational leadership practices, NSSF projects can anticipate increased employee engagement, enhanced team collaboration, and improved overall project performance. These leaders can facilitate the development of a shared vision for the project, offer guidance and support to team members, and empower them to take ownership of their tasks.

Similarly, as the research highlights the positive impact of transactional leadership on the performance of NSSF projects, it is advised that NSSF incorporate this leadership style in their project teams. Transactional leadership, which involves rewarding individuals for meeting goals and maintaining set performance standards, can incentivize employees and contribute to successful project outcomes. NSSF should invest in training and development initiatives to ensure that project managers and team leaders comprehend and apply transactional leadership principles effectively. This may encompass establishing clear objectives and expectations, providing regular feedback and rewards for achieving milestones, and transparently outlining roles and duties within project teams. Moreover, NSSF should promote a culture of accountability and a performance-oriented mindset among project teams to

ensure consistent implementation of the transactional leadership style across all projects. By emphasizing the significance of meeting targets and holding team members responsible for their performance, NSSF can cultivate a more efficient and productive project environment.

5.6 Limitation of the Study

The respondents were apprehensive about sharing information because they were concerned about it being used against them or creating a negative image of themselves or their organization. Some respondents expressed reluctance and were uncooperative in completing the questionnaires. Nevertheless, the researcher was able to alleviate their concerns by providing a letter from the university guaranteeing that the information would only be used for academic purposes and sharing a confidentiality statement. Due to their busy schedules, employees participating in the project may face difficulties in completing the questionnaires within the set timeframe, which could prolong the data collection process. In order to tackle this issue, the researcher encouraged the targeted respondents to promptly fill out and return the questionnaires.

5.7 Areas Recommended for Further Research

The study suggests that further research should be carried out to establish the other factors that are attributed to affecting 37.4% of the performance of NSSF projects as from the regression model, since the current study only examined four project management leadership aspects which are leadership skills, leadership experience, leadership control and leadership style. The study focused on the performance of NSSF projects from the employees' perspective, where the respondents were drawn

from the organization only. It is recommended that this topic can be investigated from the beneficiary perspective where the project beneficiaries constitute the sample population.

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APPENDICES

APPENDIX I: Questionnaire

SECTION A: Introduction

Dear Sir/ Madam,

I am a post-graduate student at the Open University of Tanzania. I am conducting a study on “*The Impact of Project Management Leadership on the Performance of NSSF's Projects in Tanzania.*” I kindly request your participation in this study. Your honest contributions to the best of your knowledge and objective feedback on the questions asked will be much appreciated. All the information obtained will be treated with the utmost confidentiality and will not be disclosed to any party.

Thank you in advance for your support.

Yours faithfully,

Fidelis Mrutu

SECTION B: Background Information

Please tick in relevant box

1. Kindly indicate your gender.

Male Female

2. Kindly indicate your age bracket in years

Below 25 years 25-34 years 35-44 years above 44 years

3. Please indicate your highest level of education attained so far.

Certificate Diploma Bachelor Degree Master's Degree PhD

4. Kindly indicate your work experience.

Below 3 years 3 to 5 years 6 to 10 years 11 to 15 years Above 15

years []

5. Have you participated in project implementation?

Yes [] No []

SECTION C: Leadership Skills

Indicate your level of agreement with the following statements relating to the effect of

leadership skills on performance of NSSF's projects where 1=strongly disagree, 2=disagree 3= Neutral, 4= Agree, 5= strongly agree

Code	Statements	1	2	3	4	5
LS1	Technical and professional expertise is crucial to the success of a Project					
LS2	Conceptual thinking helps in detecting problems and patterns resulting to successful projects					
LS3	Strong communication skills in a leader help eliminate misunderstandings and promote collaboration within the project team.					
LS4	Effective problem-solving skills in a leader help navigate challenges and obstacles that may arise during a project.					
LS5	Both the leader and team members need to take self-development courses in order to work properly					
LS6	Effective decision-making skills in a leader lead to quicker and more informed project outcomes					

SECTION D: Leadership Experience

Indicate your level of agreement with the following statements relating to the effect of leadership experience on performance of NSSF's projects where 1=strongly disagree, 2= disagree 3= Neutral, 4= Agree, 5= strongly agree

Code	Statements	1	2	3	4	5
LE1	Managers with expansive experience are better placed to implement projects within the timelines					
LE2	Leadership past involvement leads to effective performance of projects within the budgets					
LE3	Project leader's experience is important for planning and supervising projects execution					
LE4	A minimum years of experience of a project leader is required for implementation					
LE5	Experienced leaders are better at problem-solving and decision-making in project situations					
LE6	Experienced leaders are better able to motivate and inspire team members to perform well					

SECTION E: Leadership Control

Indicate your level of agreement with the following statements relating to effect of leadership control on performance of NSSF's projects where 1=strongly disagree, 2=disagree 3= Neutral, 4= Agree, 5= strongly agree

Code	Statements	1	2	3	4	5
LC1	Effective leadership control helps in setting clear goals and objectives for the project team.					
LC2	Leadership control plays a key role in managing project resources efficiently.					
LC3	Leadership control results to better quality management during project implementation					
LC4	Project leadership control is essential for effective communication and coordination among team members.					
LC5	Inadequate leadership control leads to confusion and delays in project execution.					
LC6	Leadership control is crucial for managing risks and resolving conflicts during project implementation.					

SECTION F: Leadership Style

Indicate your level of agreement with the following statements relating to the effect of leadership styles on performance of NSSF's projects where 1=strongly disagree, 2= disagree 3= Neutral, 4= Agree, 5= strongly agree

Statements	1	2	3	4	5
Transformational Leadership					
I perform better when my project manager helps me with my self-development					
I perform better when my project manager is friendly and approachable					
I perform better when my project manager spends considerable energy instilling hope in us					
Transactional leadership					
I perform better when my team obeys my project manager's instructions and commands					
I perform better when my project manager motivates me through payment and rewards					
I perform better when my project manager emphasizes discipline when I do something wrong					

SECTION G: Project Performance

Indicate your level of agreement with the following statements relating to the influence performance of NSSF's projects where 1=strongly disagree, 2= disagree 3= Neutral, 4= Agree, 5= strongly agree

Code	Statements	1	2	3	4	5
PP1	The project phases are completed on time or earlier when there is a strong projects management leadership					
PP2	The project phases are completed within or below budget when there is a good project management leadership					
PP3	The profit of the investments increases in the presence of strong management leadership					
PP4	The achievement of the project objectives is enhanced when there is a strong projects management leadership					
PP5	The project management leadership has a significant impact on the overall performance of projects and hence satisfaction of the project beneficiaries					
PP6	The quality of the project outcome increases when there is a good projects management leadership					
PP7	The project phases only face minor changes in plan when there is a strong project management leadership					
PP8	All direct and indirect suppliers are aware of project needs, schedules, and quality standards when there is a strong project management leadership					

Many thanks in advance for your time and cooperation

APPENDIX II:

Sample Size Determination Using Krejcie & Morgan (1970) Tabulation

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX III: SPSS Output

A. Reliability Statistics for each Variable

Project Management Leadership Skills

Cronbach's Alpha	N of Items
.802	6

Leadership Experience

Cronbach's Alpha	N of Items
.767	6

Reliability Statistics

Cronbach's Alpha	N of Items
.710	6

Reliability Statistics

Cronbach's Alpha	N of Items
.782	6

Project Performance

Cronbach's Alpha	N of Items
.703	8

B: Background Information of the Respondents

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Below 25 years	3	4.4	4.4	4.4
25-34 years	12	17.6	17.6	22.1
Valid 35-44 years	32	47.1	47.1	69.1
Above 44 years	21	30.9	30.9	100.0
Total	68	100.0	100.0	

Sex of the respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	33	48.5	48.5	48.5
Valid Female	35	51.5	51.5	100.0
Total	68	100.0	100.0	

Education level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Diploma	5	7.4	7.4	7.4
Valid Bachelor Degree	53	77.9	77.9	85.3
Valid Masters' Degree	8	11.8	11.8	97.1
Valid PhD	2	2.9	2.9	100.0
Total	68	100.0	100.0	

Work experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 3 years	3	4.4	4.4	4.4
Valid 3 to 5 years	14	20.6	20.6	25.0
Valid 6 to 10 years	22	32.4	32.4	57.4
Valid 11 to 15 years	14	20.6	20.6	77.9
Valid Above 15 years	15	22.1	22.1	100.0
Total	68	100.0	100.0	

Have you participated in project implementation?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	10	14.7	14.7	14.7
Valid Yes	58	85.3	85.3	100.0
Total	68	100.0	100.0	

C: Correlation Output

Pearson Correlation Coefficient between Independent Variables and Dependent

Variable

		Leadership Skills	Leadership Experience	Leadership Control	Leadership Style
Project Performance	Pearson Correlation	.521**	.465**	.568**	.571
	Sig. (2-tailed)	.000	.000	.000	.203
	N	68	68	68	68

D: Model Diagnostics

Normality Test

Descriptive Statistics

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Leadership Skills	68	-.838	.291	.912	.574
Leadership Experience	68	.003	.291	.140	.574
Leadership Control	68	-.686	.291	.102	.574
Leadership Style	68	.140	.291	1.023	.574
Valid N (listwise)	68				

Multicollinearity Test: Tolerance Value and the Variance Inflation Factor (VIF)

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
1 Leadership Skills	.667	1.499
Leadership Experience	.822	1.217
Leadership Control	.648	1.544
Leadership Style	.993	1.007

Breusch-Pagan Test for Heteroscedasticity**ANOVA^a**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.092	4	.023	.455	.768 ^b
Residual	3.193	63	.051		
Total	3.285	67			

a. Dependent Variable: res_squared

b. Predictors: (Constant), Leadership Skills, Leadership Experience, Leadership Control, Leadership Style

E: Multiple Linear Regression Model Estimation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.791 ^a	.6257	.444	.41163

a. Predictors: (Constant), Leadership Skills, Leadership Experience, Leadership Control, Leadership Style

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.740	4	2.435	14.371	.000 ^b
	Residual	10.675	63	.169		
	Total	20.415	67			

a. Dependent Variable: Project Performance

b. Predictors: (Constant), Leadership Skills, Leadership Experience, Leadership Control, Leadership Style

Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.501	.509		3.384	.001
	Leadership Skills	.207	.094	.247	2.212	.031
	Leadership Experience	.218	.085	.256	2.551	.013
	Leadership Control	.338	.110	.347	3.061	.003
	Leadership Style	.203	.089	-.209	2.290	.025

APPENDIX IV:**Permission Letter from the National Social Security Fund**

Ref. No OUT/PG202101081

3rd July, 2024

Director General,
NSSF,
P.O. Box 1322,
DAR-ES-SALAAM.

Dear, Director,

**RE: RESEARCH CLEARANCE FOR MR FIDELIS ALLES MRUTU REG NO:
PG202101081**

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Fidelis Alles Mrutu** , Reg.No:PG202101081), pursuing **Master of Project Management (MPM)** We here by

grant this clearance to conduct a research titled “ **Establishing the Effect of Project Management Leadership on the Performance of NSSF in Tanzania**”. He will collect his data at your office from July 3rd , 2024 to 31st July 2024.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA

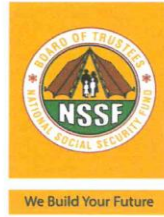


Prof. Gwahula Raphael Kimamala

For: **VICE CHANCELLOR**



**THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE LABOUR, YOUTH,
EMPLOYMENT AND PERSONS WITH DISABILITY
NATIONAL SOCIAL SECURITY FUND**



CA.259/314/01/135

11th July, 2024

The Open University of Tanzania,
P. O. Box 23409
DAR ES SALAAM

RE: PERMISSION TO CONDUCT RESEARCH

Kindly refer to the heading above.

This is to inform you that permission has been granted to **Mr. Fidelis A. Mrutu** to undertake data collection at National Social Security Fund at no cost to the fund

The above student is therefore advised to contact the Head of Section, Human Resource Management NSSF Head Office for further information.

Yours sincerely,
NATIONAL SOCIAL SECURITY FUND


Marko J. Masaya
For: DIRECTOR GENERAL

We Build Your Future



**Benjamin W. Mkapa Pension Towers, Azikiwe St.P.O.BOX 1322, Dar es Salaam.
Tel: +255 22 2163400- 19, Email: dg@nssf.go.tz**