

COLLABORATIVE COMMUNICATION AND PROJECT LEADERSHIP EFFECTIVENESS IN SELECTED NIGERIAN CONSTRUCTION FIRMS

AKINBODE, James

Department of Industrial Relations & Personnel Management, Bowen University, Iwo, Nigeria

OWOEYE, Olumide,

Department of Sociology, Bowen University, Iwo, Nigeria

OLU-OGUNLEYE, Itunu

³Department of Human Resource Management, Elizade University, Ilara Mokin, Ondo State, Nigeria

ABORISADE, Femi

Department of Marketing, Osun State Polytechnic, Iree, Osun State, Nigeria

Corresponding Author: james.akinbode@bowen.edu.ng

ABSTRACT

Across the world, projects are often conceived and desired to be timely executed. However, not every project conceived is successfully executed due to one reason or the other. This study examined collaborative communication and project leadership effectiveness in Lagos State. The study specifically sought to: identify empirical findings trend on project leadership effectiveness; explore components of collaborative communication in project leadership effectiveness; determine the significant impact of collaborative communication on successful project delivery; and develop a conceptual model linking collaborative communication to project leadership effectiveness. To achieve these objectives, the study adopted extensive literature review and survey design approach. Related papers were reviewed to know what holds in the literature and specific public projects were targeted for the survey. Four projects were selected and one hundred and fifty (150) participated in the study through the administration of structured questionnaire. Analysis was carried out through systematic review of papers and statistical means (simple frequency percentage, mean and standard deviation). The findings established by tracing empirical findings of trend on project leadership effectiveness, reviewing specific components of collaborative communication in project leadership effectiveness, correlating the impact of collaborative communication on successful project delivery and evolved conceptual model of collaborative communication and project leadership effectiveness. It was concluded that advancing concrete recommendations on how to promote collaborative communication towards ensuring project leadership effectiveness (PLE).

Keywords: Collaborative communication, Project, project leadership effectiveness

INTRODUCTION

Globally, active infrastructural development has been acknowledged to be germane to prosperity of nations (Rahardjo, Wang, Yeh & Chen, 2023), as it contributes to the Gross Domestic Product, creates jobs, aid sectoral developments, among others (Wang, 2023). Despite numerous benefits of active infrastructural development, some countries have deficit of it for some many reasons among which project fail is one. Observers noted that project failure is of global concern due to its increasing rates and this cut across continents. These failures have caused severe damage to infrastructural development while extant studies (Cleveland & Cleveland, 2020; Tahir, 2019;

Fieger & Rice, 2018) suggests that one of the challenges undermining this is ineffective project leadership. Leadership effectiveness in project connotes the ability of project leader to provide purposeful inspiration and encouragement to team members in making strategic decisions (Fieger & Rice, 2018). According to Boshomane and Naidoo (2022), this entails efficient mobilisation of resources, project team building, project quality and successful project delivery. For instance, team lead is effective if all activities involved in the mobilisation of resources required for the success delivery a project are completed efficiently. Also, the project leader is considered effective when project outcome (quality) conforms to project specifications.

The theory of leadership traits expanded by Mann (1959) provided premise with which leadership effectiveness counts and issues therein such as openness with subordinates in terms of communication. An effective leader is the one that encourages effective communication with members and often carry them along in major decision-making process. Within projects execution, communication is required because of the need to exchange information between and among project team members. Thus, communication is fundamental to the successful completion of the project. However, it is not anyhow communication but a purposeful information exchange that is interactive. This is what collaborative form of communication is all about as detailed by Chan and Cho (2022). According to the authors, collaborative communication is the exchange of knowledge and skills between and among members of a team. Such collaborative effort is engagement of team members in a coordinated manner to synergistically achieve common project goal. This can only hold when the components of collaborative communication are present such as open communication, information sharing, frequent communication, and reciprocal feedback (Changjoon & Soohyo, 2021). It is against this backdrop that the study has considered collaborative communication and project leadership effectiveness in construction firms.

LITERATURE REVIEW

Collaborative Communication (CC)

Communication represents passage of information from one end to another (Sari, 2019). To Butt, Naaranoja and Savolainen (2016), communication is beyond information passage but includes all means of interaction between and among people of an interest. This suggests that communication is when views are shared, thoughts are put across and opinions are disseminated (Chamidah *et al.*, 2020). By this, it involves a connection between a point and another and this is what Imran (2021) described as collaboration. Meaning that communication is collaborative in nature. In a related view, Changjoon and Soohyo (2021) commented on collaboration as a mutual engagement of a group of people in a coordinated effort towards providing solution to a problem together. This suggests that collaboration is about cooperation and team spirit between and among certain number of persons who might have agreed to work together.

Extant studies (Joshi, 2009; Mohr and Nevin, 1990) acknowledged collaborative communication to be about frequency, direction, content and reciprocal feedback of information being exchanged between or among persons. Therefore, this review adopted this definition in determining measures of this variable. There are basic components of collaborative communication as discussed below:

Open Communication: This implies free access to information between individuals in a transparently honest manner (Nebo *et al.*, 2015). It suggests that individuals are at liberty to express views, thoughts, emotions, feelings, and positions clearly and assertively without fear or favor. Theaker (2004) remarked that this ingredient of collaborative communication often makes parties to communication free in bearing their minds as criticism are welcome and is expected to be accepted in good faith. Historically, this component of collaborative communication is viewed as a tool for engaging individuals in a group to contribute meaningfully to ongoing issue and participate actively in group assignment. Králíková (2010) clearly referred to open communication as a companionship form of communication that has recorded high of successes in organisations.

Information Sharing: In the words of Kim and Song (2013), information sharing is the distribution of facts of a set of activities to the concerns. It is an avenue through which required facts and figures are disseminated to individuals that should have access to an informational resource for making decisions and or further processing of such information. For instance, information required to be disseminated from time to time by law is classified as information sharing if sent from time to time. Zhou and Benton (2007) remarked such exercise must be efficient if the reason for sharing it is to be achieved and again information shared must be adequate and timely. In other words, inefficient information sharing will do no entity any good but damage. With lack of information or enough information, it will be difficult to achieve essence of group formation especially in projects. Chen *et al.* (2000) and Sambasivan *et al.* (2009) studies clearly pointed out that efficient information sharing will enhance performance. Haque and Islam's (2018) study advanced position on information sharing as they opine that production activities are easily delivered when information flow adequately about the exercise.

Frequent Communication: This is a regular and continuous information dissemination between and among a set of people who are engaged in one task or the other (Changjoon & Soohyo, 2021). It is not out of place not to have information required not coming as at when due but when it becomes a perpetual experience, worries will surface, and this is like to affect any group functionality. Nebo *et al.*, (2015), commented on the frequency of information serving different purposes among which is to pass new information, caution and remind individuals about existing positions in existence. Distrust and failures are rare where regular information flows among members of a group. For instance, in executing project; it is imperative to always communicate and provide update to stakeholders of the project in other to avert wrong assumption and or breakdown of work process which might cause major setback to project timely completion.

Reciprocal Feedback: Zulch (2014) described reciprocal feedback as undeniable confirmation of message understanding by information recipient. This is very germane in collaborative communication as mentioned by Naaranoja and Savolainen (2016) because it represents the confirmation of the completion process of communication between and among individuals. The authors pointed out that to ensure reciprocal feedback; communication needs to be simple and detailed. Therefore, the reciprocal nature of collaborative communication promotes active interactive processes of information exchange between and among group of people who have a task to deliver. It is important for members to have an understanding of preferred channel of communication, to guarantee reciprocal feedback as well as set timelines for the communication process so that it does remain open forever. This is against the backdrop that projects have lifeline with which they must be completed.

Project Leadership Effectiveness (PLE)

Project is a tentative undertaken that should evolve specific product or service desired (PMBOK, 2008). It represents a set of activities targeted at agreed specifications to be attained within a defined time (Project Management Institute, 2008, p. 5). Therefore, projects cannot continue to be in existence forever. To achieve projects, leadership must be provided and according to Yukl (2010), leadership is “a process whereby someone intentionally influences people to carryout set of activities willingly”. Thus, behind leadership is a leader who must exhibit certain behavioural tendencies capable of influencing others (Mozammel, 2020; Stone & Gandolfi 2018; Veliu *et al.*, 2017; Spicker, 2012). To determine leadership achievement is to know how effective a leader is. Effectiveness in this context refers to the extent to which the right is achieved within available time. According to Luo and Zheng (2018), effectiveness determines the extent to which goals are achieved. Therefore, effectiveness in this context implies attainment in carrying out one or some tasks with compatibility among planning, process and the work, with proportions; leader-subordinate relationships, and duties and authority of the leadership structure (Nandasinghe, 2020).

Drawing from above conceptualisation, project leadership effectiveness entails the chances of a leader to make accurate judgements, communicate clearly and cultivate connections across board (Hanney *et al.*, 2020). Attempts at discussing this revealed that it involves the characteristics of the individual to influence others to stand out with effective communication and motivation found to be highly important (Contu, 2020; DeSisto *et al.*, 2020). To elaborate the constructs of leadership effectiveness Alam, Shabir and Gohar (2018) Knippenberg and Hogg,2003) advanced mixed positions while Bush (2016) Bolden (2011) established it in context. Based on this, leadership effectiveness can be assessed through different criteria including project delivery, performance, subordinates’ commitment to projects, the leaders’ possession of high status in the group, among others (Kang & Jin 2015; Shalhoop & Sanger 2012; Harris & Kuhnert 2008). By this, leadership effectiveness has been found in different sectors and work designate such as projects. For instance, Ghafoor and Munir (2016) described project leadership as the ability of project leader to control people and activities with the execution of project towards its realization. Therefore, the concept of project leadership effectiveness is what can be put in the perspective of this review.

In project leadership, a leader is adjudged to be effective when a project is successful delivered in line with project specifications as regards expected time of completion, budget set and approved quality (Isidiho & Sabran, 2015). Expectedly, project leadership effectiveness is a multidimensional concept that is determined by efficient mobilization of resources, project team building, project quality and successful project delivery. It will not be an understatement to say that project leadership is an essential to project success, and effectiveness of such leadership determines project success (Ahmed & Vittal, 2017). Kerzner (2009) reiterated factors that determines successful project and effective leadership is one of them. This leadership effectiveness are found to have promoted collaborative communication. Therefore, collaborative leadership is germane to leadership effectiveness.

Collaborative leadership is a style of leadership where leaders work with others to achieve a common goal or objective. It involves sharing power, responsibility, and accountability with team members or stakeholders to create a culture of collaboration, inclusivity, and open communication (Ospina, 2017). The mix of concepts seems to be most effectively captured by an

explanation of collaborative and network approaches to leadership (McHugh et al., 2016). Here, it is believed that leadership is a group behaviour that "resides in the connections between people, so establishing a network of relationships that arises and alters over time". Collaborative leadership focuses on building relationships, fostering teamwork, and promoting a sense of ownership among team members (Mazya et al., 2023). According to this concept, leadership is spread among several people who collaborate to lead and direct an organisation or group rather than being centered on a single person (Schaub et al., 2022). The priority that collaborative leadership places on teamwork, communication, and shared decision-making is its defining trait. Collaborative leadership is an effective strategy that can increase team members' creativity, innovation, and engagement (Ellis et al., 2021).

Theoretical Review

Theory U: Scharmer (2007) propounded Theory U to explain a shift from personal and individual-centered view to a collective and group-centered mindset in achieving tasks. Scharmer in 2009 further explored this theory against the premises that collaboration and openness are what drives collectivism as open lines of communication encourages task completion on time. Within this theory, collaborative communication is fundamental as every participant in the circle are active listeners, great thinkers and actors. This process involves; downloading, listening, empathetic listening and generative. This is often what plays out with a collaborative leadership who mostly have open heart, will, and mind to engage other members or subordinate in any task. According to Puccio, Mance, and Murdock (2011), such collaborative promotes creative leadership as it opens innovative ways of doing things in effective and efficient ways.

The theory emphasized increased chances of evolving new ideas through members brainstorming from time to time as well as promoting inclusiveness of ideas to drive goals attainment. This is a strong judgement metric for leadership effectiveness in any context as it aids to deliver mandates within specified period through active ideas, possibilities, alternatives, and best option in pursuing projects. In other words, collaborative communication is a vital tool in judging leadership effectiveness, and this can be extended to project leadership.

Leader-Member Exchange Theory (LMX): This theory was propounded by Dansereau, Graen and Haga in 1975 to explain unique symbiotic nexus between leaders and followers as a result of social exchanges cum quality therein. It explains leadership effectiveness as a two-way interaction between leader and followers which is built on trust, mutual respect, support, and loyalty to a common goal. The theory asserts that this is achieved through role taking, role making, and role routinisation. Under role-taking, followers are heartily welcome onboard of task by leader as he provides necessary information with an open mind to make them belong to the group. This impression is what often makes followers to trust leadership and encourage active participation in the activities. Next is the role-taking aspect which followers are assigned responsibilities to be carried out. This comes with high sense of involvement of the leader as well as he is constantly found sharing information from time to time with responsibilities holder within the group and lastly, role-routinisation encourages followers and leader to establish frequent means through which responsibilities are reviewed and checked against plans.

In projects, LMX theory offers information that promote leader and team members cordial relationship which often accelerate project completion within specified period and quality delivered (Li, Tang & Chau, 2019). This becomes possible on the grounds that it aids effective

project planning and ensures effective use of project resources which Graen and Canedo (2016) study found to be an ingredient of determining project leadership effectiveness. This according to Bauer and Ergoden (2015) is achieved with appropriate leadership skill such as collaborative communication that often promote openness of communication between project leader and project members.

This review is anchored on LMX theory on the grounds that it promotes collaborative communication between project leader and project members on the one hand and would establish project leadership effectiveness as desired in this review. Beyond this, it is the effectiveness within the relationship that the theory explains that can aid project success through project members accountability, resource mobilization, mutual respect and trust.

Empirical Review

Extant studies (Quiroz & De Jesus, 2022; Abidin & Alias, 2021) are linked with the variables of this study. These studies are reviewed below:

Juli (2011) commented on the act of nurturing collaboration from the communication perspective to achieve project leadership effectiveness in her book “leadership principles for project success”. The study of Tetteh and Brenyah (2016) articulated effective project leadership as a vital tool for project performance. Ochola (2018) reported qualities project leaders must exhibit to record project success while in the earlier study of Zulch (2014), the characteristics of project leader were identified to include effective communication. In a related study, Li, Sajjaq, Wang, Ali, Khaqan and Amina (2019) described such communication to be a collaborative one because it involves stakeholders and it is often preferred by project leadership as it often makes them effective. Quiroz and De Jesus (2022) assert that the idea of such communication that will make a leader effective often considers individual members in a group, stimulates intellectual discussion, inspires and ensures task completion. This supports the concept of collaborative leadership as investigated by Yee and Hamid (2018) in their study titled ‘collaborative leadership and teacher level of commitment in Johor’. Also, justifies the study of Abidin and Alias (2021) on collaborative leadership as it contributes to job satisfaction.

The study of Rahbi, Khalid and Khan (2017) explain the impacts of leadership on project performance as regards leadership effectiveness. It was found that coordination and cooperation among project members makes a project successful. In a twist, Alghazo and Meshal (2016) discovered in their study that mobilising project resources with the involvement of project members contributes to project execution. In another instance, this collaboration has emerged as a culture. This was what the study of Brady and Davies (2014) found as it examined the complexity leadership in projects. In the two projects studied, collaborative culture was identified to be a major factor that made projects to be successful. In a related study, Blaskovics (2014) found the promotion of democratic elements like communication to have promoted generating innovative ideas that often contribute to project success which makes it easy to judge project leadership to be effective. Similarly, the study of Thompson (2010) which attempted to determine the extent to which servant leadership contribute to project success found a relationship between servant leadership and successful project outcomes. It thus appears that there is a nexus between collaborative communication and project leadership effectiveness.

METHODOLOGY

This study adopted both review and survey research designs. This afforded the researchers to have examined the study's objectives as connected to the theoretical perspectives reviewed in relating the variables (collaborative communication and project leadership effectiveness) together (Grover, 2015). For the review; published related materials were used from databases such as Web of Science, Science Direct, Google Scholar, SpringerLink, Semantic Scholar, and Wiley Online Library. The search was done firstly with project leadership effectiveness (e.g. Boshomane & Naidoo, 2022; John & Chattopadhyay, 2015) and collaborative communication (e.g. Changjoon & Soohyo, 2021; Yoneda, Walter & Naradowsky, 2020). All the articles considered were within the last 20 years (2003-2022). The inclusion criteria of the articles were based on journal quality, paper citation, study context (developed and developing countries), and industry.

The survey was used to collect primary data through questionnaire whilst data collected was analysed. The area of study was Lagos State, a commercial nerve center of Nigeria with armies of projects going on. However, the study concentrated on projects funded by governments. A visit to Ministry of Lands, Alausa secretariat of Lagos State confirmed that as at April 2023, 42 states projects were going on in various aspects of the state. A sample size is the proportion number from a population that is a true representative of the population (Sekaran, 2013). A sample was taken from this population for the study because they have similar characteristics. Using 10% sample size proportion, 4 projects were targeted. To have true representation of the sample size, simple random sampling technique was adopted. Giving every member of the project team in the four projects equal chances of being picked. In all, one hundred and fifty respondents participated in the survey. Results were presented with descriptive statistics such as simple frequency distribution, mean, standard deviation and charts. The IBM SPSS version 29 and Microsoft excel will be used for the analysis of the data.

RESULTS

Summary of Actively Related Papers for Analysis

Articles search provided one hundred and two actively related papers in the area of the topic in databases identified as stated in chapter three with only forty-two directly and indirectly related to the study as depicted in Figure 1.

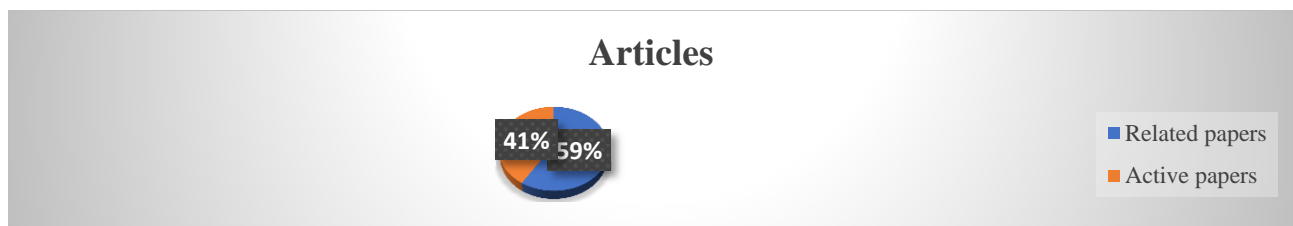


Figure 1: Pie chart showing the distribution of article surfing

Figure 1 shows that 59% of the articles were not directly related to the topic and 41% of the articles surfed in the databases were found to be directly germane to the study based on journal quality, paper citation, study context (developed and developing countries), and industry.

This was further pruned down in line with the objectives of the study looking at studies on project leadership effectiveness, components of communications as regard project effectiveness, and relationship between collaborative communication and successful project delivery. This 41% of the papers are found germane and considered adequate to draw inferences.

The composition of the papers is captured in Figure 2.



Figure 2: Breakdown of the papers

Figure 2 reveals that sixteen (16) of the papers were on collaborative communication, twenty-two (22) of the papers were on project leadership while four (4) of the papers were on project leadership effectiveness. This import will form the basis of further analysis.

Primary Data

Personal Data of Respondents

The kind of respondent surveyed was the first filter presented in Table 1 with 102 respondents representing 68% were males while 48 respondents representing 32% were females. This suggest males were more involved in construction work and sector than their female counterpart. This could be because majority of the activities are masculine required and can be carried with adequate energy. Furthermore, Table 1 presented respondents’ highest educational qualification. It was revealed that 66 respondents representing 44% possessed O’Level certificate, 42 respondents representing 28% had secondary certificate, 31 respondents representing 20.7% were 1st degree certificate holders while 11 respondents representing 7.3% claimed to have other certifications not captured in the closed items. It is not surprising that majority of the respondents 44% were O’Level certificate holders and this is because after this education they could not proceed to the next level for reasons (financial incapacitation, poor desire for education, among others), hence must engage in economic activities to earn a living through laborer’s job.

On the status of the respondents’, it was revealed by the 25 respondents representing 16.7% that they are team leader while 125 respondents representing 83.3% were project team members respectively. This status reveals the composition of workforce in construction firms as few team leaders are appointed with many team members. It was also considered to investigate the ages of respondents’, and it was grouped for ease of analysis. 22 respondents representing 14.7% were between the age-group 18 year to 27 years, 56 respondents representing 37.3% were within age-group 28 year to 37 years, 37 respondents representing 24.7% were between 38 years to 47 years while 35 respondents representing 23.3% were 48 years and above. This implies that the respondents were adults and know how it will be worthwhile to handle task properly. They are therefore considered as suitable categories of respondents for this study.

Table 1: Personal Data

Filter		Frequency	Percent
Gender	Male	102	68.0
	Female	48	32.0
	Total	150	100.0
Highest Educational Qualification	O'Level	66	44.0
	Diploma	42	28.0
	1 st Degree	31	20.7
	Others	11	7.3
	Total	150	100.0
Status	Project Leader	25	16.7
	Project Team Member	125	83.3
	Total	150	100.0
Age Group	18years – 27years	22	14.7
	28years – 37years	56	37.3
	38years – 47years	37	24.7
	48years & above	35	23.3
	Total	150	100.0

Source: Field Survey (2023)

Summary of Empirical Trends on Project Leadership Effectiveness

Four active papers on project leadership effectiveness were explored. Empirical findings on project leadership effectiveness appears similar. In their findings, judgement of such effectiveness was based on three criteria namely; expected time of completion, budget set and approved quality. The apportioned significant proportion of the measure of effectiveness to meeting approved quality and followed by expected time of completion of project to executing project within budget set. Figure 3 captured the position of the paper as the views were ranked.

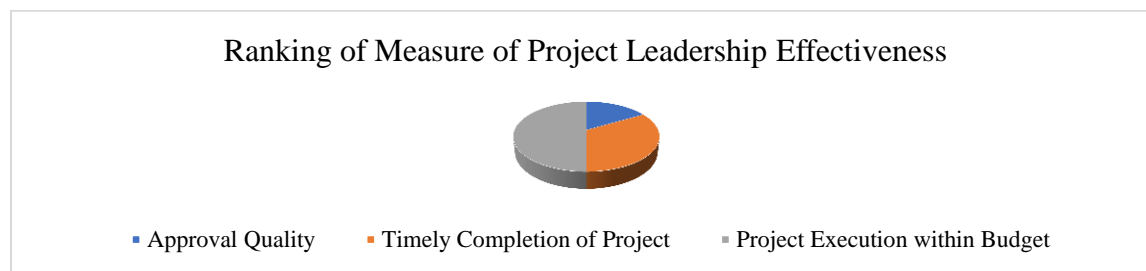


Figure 3: Ranking of three measures of Project Leadership Effectiveness

This suggests that the core of project leadership effectiveness was tied to meeting approved quality of project according to Isidiho and Sabran (2015). On the contrary, the study of Ahmed and Vittal (2017) went beyond three criteria and established four criteria namely; efficient mobilization of resources, project team building, project quality and successful project delivery. The author also emphasized project quality as top issue, followed by efficient resource mobilization, project team building and successful project delivery.

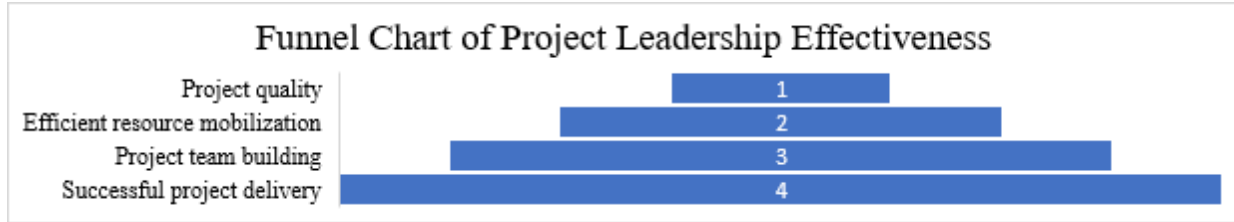


Figure 4: Funnel chart of four measures of Project Leadership Effectiveness

The study of Kerzner (2009) earlier identified collaborative communication to what often determine project leadership effectiveness while Zulch (2014) study mentioned successful communication as a determinant of project leadership effectiveness. The positions of Kerzner (2009) and Zulch (2014) formed the basis for further analysis in this study.

Collaborative Communication

Table 2 shows the descriptive statistics for collaborative Communication with projects surveyed on a 5-Likert scale ranging from strongly agree (5) to strongly disagreed (1). For the purpose of this study, the categorisation of the mean score of collaborative communication was on the scale of five is: Strongly agree (4.21-5.00), agree (3.41-4.20), undecided (2.61 – 3.40), disagree (1.81 – 2.60) and strongly disagreed (1.00 – 1.80).

The descriptive statistics reveals that 26(17.3%) and 49(32.7%) of respondents strongly agreed that information is passed from time to time. 24(16.0%) were indifferent about the statement while 15(10.0) and 36(24.0%) disagreed and strongly disagreed with the statement at (Mean score =3.3401 and standard deviation 1.3222). This suggests that information is passed from time to time but not as desired. The next item assessed discovered that 29(19.3%) and 24(16.0%) of the respondents strongly agreed and agreed that decisions are often regularly discussed, 46(30.7%) were undecided while 23(15.3%) and 28(18.7%) disagreed and strongly disagreed with the statement at (Mean score =3.3110, Standard deviation 1.2513). By implication, decisions are not regularly discussed and thus need improvements. In addition, 22(14.7%) and 36(24.0%) of the respondents strongly agreed and agreed that every member is involved in message follow-up, 52(34.7%) were indifferent while 21(14.0%) and 19(12.7%) disagreed and strongly disagreed with the statement at (Mean score =3.3126, Standard deviation 1.1126). It can be deduced that averagely few members are involved in message follow-up.

Also, 35(23.3%) and 36(24.0%) of the respondents strongly agreed and agreed that channel of communication is well known to everyone, 41(27.3%) were indifferent while 18(12.0%) and 20(13.3%) disagreed and strongly disagreed with the statement at (Mean score =3.1001, Standard deviation 1.3122). By implication, channel of communication is well known to members. Similarly, 39(26.0%) and 86(57.3%) of the respondents strongly agreed and agreed that communication breakdown have led to conflict before, 12(8.0%) were indifferent while 11(7.3%) and 2(1.3%) disagreed and strongly disagreed with the statement at (Mean score =3.1421, Standard deviation 1.2455). This suggests that communication breakdown should never be allowed because of its consequences. Furthermore, 32(21.3%) and 77(51.3%) of the respondents strongly agreed and agreed that they often do not understand instructions passed to me, 15(10.0%) were indifferent while 16(10.7%) and 10(6.7%) disagreed and strongly disagreed with the statement at (Mean score =3.1220, Standard deviation 1.3111). It can be deduced that

information and instructions should always be clearly communicated. While 12(8.0%) and 16(10.7%) of the respondents strongly agreed and agreed that their job details are adequately communicated to me, 32(21.3%) were indifferent and 43(28.7%) and 47(31.3%) disagreed and strongly disagreed respectively with the statement at (Mean score =3.1666, Standard deviation 1.3016). By implication, majority understood what are expected of them on the job. On the outcomes of decisions, 36(24.0%) and 57(38.0%) of the respondents strongly agreed and agreed that they share the outcomes of decisions made on projects, 26(17.3%) were indifferent while 21(14.0%) and 10(6.7%) disagreed and strongly disagreed with the statement at (Mean score =3.1120, Standard deviation 1.3164). This to some extent explains that projects implementation involves all team members.

Table 2: Collaborative Communication

Items	SA	A	U	D	SD	Mean	SD
Information are passed from time to time	26 (17.3)	49 (32.7)	24 (16.0)	15 (10.0)	36 (24.0)	3.3401	1.3222
Decisions are often regularly discussed	29 (19.3)	24 (16.0)	46 (30.7)	23 (15.3)	28 (18.7)	3.3110	1.2513
Every member is involved in message follow-up	22 (14.7)	36 (24.0)	52 (34.7)	21 (14.0)	19 (12.7)	3.3126	1.1126
Channel of communication is well known to everyone	35 (23.3)	36 (24.0)	41 (27.3)	18 (12.0)	20 (13.3)	3.1001	1.3122
Communication breakdown have led to conflict before	39 (26.0)	86 (57.3)	12 (8.0)	11 (7.3)	2 (1.3)	3.1421	1.2455
I often do not understand instructions passed to me	32 (21.3)	77 (51.3)	15 (10.0)	16 (10.7)	10 (6.7)	3.1220	1.3111
Job details are adequately communicated to me	12 (8.0)	16 (10.7)	32 (21.3)	43 (28.7)	47 (31.3)	3.1666	1.3016
I share the Outcomes of decisions make on projects	36 (24.0)	57 (38.0)	26 (17.3)	21 (14.0)	10 (6.7)	3.1120	1.3164

Source: Field Survey (2023)

Project Leadership Effectiveness

Table 3 shows the descriptive statistics of project leadership effectiveness on a 5-Likert scale ranging from strongly agree (5) to strongly disagreed (1). For the purpose of this study, the categorisation of the mean score of project leadership effectiveness level on a scale of five is: Strongly agree (4.21-5.00), agree (3.41-4.20), undecided (2.61 – 3.40), disagree (1.81 – 2.60) and strongly disagreed (1.00 – 1.80).

The descriptive statistics presented in Table 4.4, revealed that 64(42.7%) and 46(30.7%) of the respondents strongly agreed and agreed that projects are delivered in a timely manner, 11(7.3%) were indifferent about the statement while 12(8.0) and 17(11.3%) disagreed and strongly disagreed with the statement at (Mean score =4.1611, Standard deviation 1.5611). This suggests that projects were delivered in a timely manner. On the issue of project quality is a priority, 32(21.3%) and 73(48.7%) of the respondents strongly agreed and agreed that project quality is a priority, 25(16.7%) were undecided while 11(7.3%) and 9(6.0%) disagreed and strongly disagreed with the statement at (Mean score =3.9209, Standard deviation 1.4250). It can be deduced that project quality is a priority.

Furthermore, 11(7.3%) and 13(8.7%) of the respondents strongly agreed and agreed that cost of project is often considered in construction, 28(18.7%) were indifferent while 48(32.0%) and 50(33.3%) disagreed and strongly disagreed with the statement at (Mean score =3.2109, Standard deviation 1.1403). This suggests majority do not understand how costing is determined in projects. It could be that only project leaders are aware of this. On the contrary, 52(34.7%) and 63(42.0%) of the respondents strongly agreed and agreed that material usage is fundamental in building construction, 15(10.0%) were indifferent while 10(6.7%) each disagreed and strongly disagreed respectively with the statement at (Mean score =4.0106, Standard deviation 1.5101). By implication, there is a strong conviction that material usage is fundamental in building construction among the participants. Similarly, it was discovered that 39(26.0%) and 86(57.3%) of the respondents strongly agreed and agreed that project teams were germane to project success, 12(8.0%) were undecided while 11(7.3%) and 2(1.3%) disagreed and strongly disagreed with the statement at (Mean score =4.1421, Standard deviation 1.5455). This suggests that project teams are germane to project success. It was also revealed that interaction between and among project teams are related to project success. This was the opinion of 69(46.0%) and 47(31.3%) of the respondents who strongly agreed and agreed respectively while 12(8.0%) were indifferent. 10(6.7%) and 12(8.0%) disagreed and strongly disagreed respectively with the statement at (Mean score =3.8121, Standard deviation 1.4422).

Furthermore, 29(19.3%) and 82(54.7%) of the respondents strongly agreed and agreed that project failure is a function of communication breakdown, 10(6.7%) were indifferent while 13(8.7%) and 16(10.7%) disagreed and strongly disagreed with the statement at (Mean score =3.7411, Standard deviation 1.3215). Lastly in this section, a project takes longer period than expected because of fund disbursement delay with 21(14.0%) and 109(72.7%) of the respondents strongly agreed and agreed in agreement with this, only 3(2.0%) were undecided while 5(3.3%) and 12(8.0%) disagreed and strongly disagreed with the statement at (Mean score =4.1255, Standard deviation 1.6115).

Table 3: Project Leadership Effectiveness

Items	SA	A	U	D	SD	Mean	SD
Projects are delivered in a timely manner	64 (42.7)	46 (30.7)	11 (7.3)	12 (8.0)	17 (11.3)	4.1611	1.5611
Project quality is a priority	32 (21.3)	73 (48.7)	25 (16.7)	11 (7.3)	9 (6.0)	3.9209	1.4250
Cost of project are often considered in construction	11 (7.3)	13 (8.7)	28 (18.7)	48 (32.0)	50 (33.3)	3.2109	1.1403
Material usage is fundamental in building construction	52 (34.7)	63 (42.0)	15 (10.0)	10 (6.7)	10 (6.7)	4.0106	1.5101
Project teams are germane to project success	39 (26.0)	86 (57.3)	12 (8.0)	11 (7.3)	2 (1.3)	4.1421	1.5455
Interaction between and among project teams are related to project success	69 (46.0)	47 (31.3)	12 (8.0)	10 (6.7)	12 (8.0)	3.8121	1.4422
Project failure is a function of communication breakdown	29 (19.3)	82 (54.7)	10 (6.7)	13 (8.7)	16 (10.7)	3.7411	1.3215
A project takes longer period than expected because of fund disbursement delay	21 (14.0)	109 (72.7)	3 (2.0)	5 (3.3)	12 (8.0)	4.1255	1.6115

Source: Field Survey (2023)

DISCUSSION OF FINDINGS

Copious literature supports findings from this study. To start with, Králíková (2010) in his study identified open communication as base of CC while the study of Kim and Song (2013) identified information sharing as core component of CC. Nebo, Nwankwo, and Okonkwo (2015) appeared to have combined the views of both Králíková (2010) and Kim and Song (2013) to affirmed that both open communication and information sharing are components of CC. Another thereafter study by Ospina (2017) expanded the range of the components to five namely; sharing power, responsibility, and accountability with team members, inclusivity and open communication. The study of Joshi (2009) mentioned communication frequency while Changjoon and Soohyo (2021) added some other components of CC such as information dissemination frequency, direction, content and reciprocal feedback. With this, some new components of CC were added to the list of Ospina (2017).

In the studies of Chen et al. (2000), Sambasivan et al. (2009) and Haque and Islam (2018), information sharing was emphasized as component of CC while the study of Zulch (2014) added reciprocal feedback as a component of CC. The studies of Chamidah *et al.*, (2020), Peter (2015),

and Keith (2014) reiterated reciprocal feedback as a component of CC. Also, the synthesis analysis of impact of collaborative communication on successful project delivery revealed a somewhat positive impact. For instance, Juli (2011) linked collaborative collaboration to successful project delivery while Tetteh and Brenyah (2016) established a positive nexus between open communication and project delivery. Similarly, Zulch (2014) linked effective communication which is a proxy of CC to project delivery while Li, Sajjaq, Wang, Ali, Khaqan and Amina (2019) found positive relationship between collaborative communication and project effectiveness. In the study of Rahbi, Khalid and Khan (2017), CC among project teams were found to be beneficial to project performance while Alghazo and Meshal (2016) attributed project execution success to project team members engagement. Blaskovics (2014) found communication to have promoted generating innovative ideas that often contribute to project success while Thompson (2010) found a connection between servant leadership and project success in terms of successful project outcomes.

CONCLUSION AND RECOMMENDATIONS

This study exposed inadequate level of collaborative communication among project leaders which have not made them effective in implementing project as desired. The study achieved the essence of the study through literature review and analysis of findings along the objectives proposed for the study. Through this research approach, detailed insights were gotten from what holds in the literature as regard collaborative communication and project leadership effectiveness. This study has therefore, provided a comprehensive literature and gaps and model developed to aid future studies in as much as it provided the current state of project leadership effectiveness and collaborative communication. Based on the conclusion, the following recommendations are suggested: Components of collaborative communication identified in this study should be given place of priority by project leaders if they want to be effective in projects handling. Based on the review, successful project delivery rest on collaborative communication, therefore, project leaders must develop their collaborative communication skill and it as this will help in project delivery

REFERENCES

- Abidin, N. Z. & Alias, B. S. (2021). Principal collaborative leadership and level of job satisfaction among primary school teachers. *Islamic Science, Culture, and Social Studies*, 2(1), 32-40.
- Ahmed, R. & Vittal, A. (2017). Empirical study of project manager's leadership competence and project performance. *Engineering Management Journal*, 29(3), 189-205.
- Alghazo, A. & Meshal, A. (2016). The impact of leadership style on employee's motivation. *International Journal of Economics and Business Administration*, 2(5), 37-44.
- Bauer, T. & Ergoden, B. (2015). *The Oxford Handbook of Leader-Member Exchange*. New York, NY 10016: Oxford University Press.
- Blaskovics, B. (2014). Impact of leadership styles on project success– The case of a multinational company. *Dynamic Relationships Management Journal*, 3(2), 21-36.
- Bolden, R. (2011). Distributed leadership in organizations: A review of theory and research. *International Journal of Management Review*, 13, 251 – 269.
- Boshomane, L. J. & Naidoo, S. (2022). Leadership Factors Influencing Successful Project Delivery: The Case of a South African Civil Engineering Company. Proceedings of the

- International Conference on Industrial Engineering and Operations Management Nsukka, Nigeria, 5 - 7 April, 1107-1122.
- Brady, T. & Davies, A. (2014). Managing Structural and Dynamic Complexity: A Tale of Two Projects. *Project Management Journal*, 45(4), 21-38.
- Bush, T. (2016). School leadership and management in England: the paradox of simultaneous centralisation and decentralisation. *Research in Educational Administration & Leadership*, 1(1), 1-23.
- Butt, A., Naaranoja, M., & Savolainen, J. (2016). Project change stakeholder communication. *International Journal of Project Management*, 34(8), 1579-1595.
- Chamidah, N., Guntoro, B., & Sulastri, E. (2020). Marketing communication and synergy of pentahelix strategy on satisfaction and sustainable tourism. *Journal of Asian Finance, Economics and Business*, 7(3), 177-190.
- Chan, H.M.H & Cho, V. W. S. (2022). An Empirical Study: The Impact of Collaborative Communications on New Product Creativity That Contributes to New Product Performance. *Sustainability*, 14, 1-17.
- Changjoon, L. & Soohyo, K. (2021). Collaborative Communication, Information Sharing and Supply Chain Performance. *Journal of Industrial Distribution & Business*, 12(5), 27-36
- DeSisto, M., Cavanagh, J., & Bartram, T. (2020). Bushfire investigations in Australia: A case for building collective leadership practices for crises events. *Leadership and Organization Development Journal*, 41(2), 177-192
- Ellis, V., Mansell, W., & Steadman, S. (2021). A new political economy of teacher development: England's Teaching and Leadership Innovation Fund. *Journal of Education Policy*, 36(5), 605-623.
- Ghafoor, M.M. & Munir, Y. (2016). The Impact of Project Leadership and Team Work on Project Success. *International Journal of Humanities and Social Science*, 6(11), 270-278.
- Graen, G. B. & Canedo, J. (2016). *The new workplace leadership development*. Oxford Bibliography on Management. Oxford University Press, N.Y., New York.
- Haque, M., & Islam, R. (2018). Impact of supply chain collaboration and knowledge sharing on organisational outcomes in pharmaceutical industry of Bangladesh. *Journal of Global Operations and Strategic Sourcing*, 11(3), 301-320.
- Harris, M. & Kuhnert, N. (2008). The Importance of Managerial Communication in Establishing the Company Marketing Communication; The International Conference on Administration and Business; University of Bucharest pp.7
- Imran, R.S. (2021). The impact of effective communication to enhance management skills. *International Journal of Application or Innovation in Engineering & Management*, 10(6), 1-6.
- Isidiho, A.O. & Sabran, M.S.B. (2015). An evaluation of the effectiveness of leadership in project implementation, governance and community development. *Australian International journal of Humanities and Social Studies*, 2(2), 11-22.
- John, S. & Chattopadhyay, P. (2015). Factors impacting leadership effectiveness: A literature review. *Arabian Journal of Business and Management Review*, 5, 156-160
- Joshi, A. W. (2009). Continuous supplier performance improvement: Effects of collaborative communication and control. *Journal of Marketing*, 73(1), 133-150.
- Keith, D. (2014). *Personnel management* (5th ed) Japan McGraw Hill, 420-428.
- Kerzner, H. (2009). *Project Management-A Systems Approach to Planning, Scheduling, and Controlling*, (10th ed.). John Wiley & Sons Inc.

- Kim, T. R. & Song, J. G. (2013). The effect of asset specificity, information sharing, and a collaborative environment on supply chain management. *Journal of Distribution Science*, 11(4), 51-60.
- Králíková A. (2010). Chcete motivované zaměstnance?' Jděte příkladem! HR Forum Assessed online April 28, 2023.
- Li, H., Sajjad, N., Wang, Q., Ali, M., Khaqan, Z. & Amina, S. (2019). Influence of transformational leadership on employees' motivation work behavior in sustainable organisations: test of mediation and moderation processes. *Sustainability Journal*, 11(1), 1-21.
- Li, M., Tang, B., & Chau, K. (2019). Sustainable Construction Safety Knowledge Sharing: A Partial Least Square- Structural Equation Modeling and A Feed forward Neural Network Approach. *Sustainability Journal*, 11(20), 5-31.
- Luo, J., & Zheng, J. (2018). The Impact of Servant Leadership on Proactive Behaviors: A Study Based on Cognitive Evaluation Theory. *Psychology*, 9(5), 1228–1244.
- Mazyra, T. M., Nurrochmat, D. R., Kolopaking, L. M., Satria, A., & Dharmawan, A. H. (2023). Finding a Neue Gemeinschaft in rural Indonesia: A discussion of forest community digital transformation. *Forest Policy and Economics*, 148, <https://doi.org/10.1016/j.forpol.2023.102913>
- McHugh, K. A., Yammarino, F. J., Dionne, S. D., Serban, A., Sayama, H., & Chatterjee, S. (2016). Collective decision making, leadership, and collective intelligence: Tests with agent-based simulations and a Field study. *Leadership Quarterly*, 27(2), 218–241.
- Mohr, J. J., & Nevin, J. R. (1990). Communication strategies in marketing channels: A theoretical perspective. *Journal of Marketing*, 54(4), 37–51.
- Nandasinghe, G. (2020). Leadership and Organization Performance: A Review on Theoretical and Empirical Perspectives. *Global Journal of Management and Business Research*, 20(4), 25–30.
- Nebo, C. S., Nwankwo, P. N. & Okonkwo, R. I. (2015). The role of effective communication on organizational performance: A study of Nnamdi Azikiwe University, Awka. *Review of Public Administration and Management*, 4(8), 131-148.
- Ochola, G. (2018). Employee motivation as an organisational improvement strategy: a review of influence of employee motivation on organisational performance. *Journal of Juniper Sciences and Publishers*, 1(5), 120-126.
- Ospina, S. M. (2017). Collective Leadership and Context in Public Administration: Bridging Public Leadership Research and Leadership Studies. *Public Administration Review*, 77(2), 275–287. <https://doi.org/10.1111/puar.12706>
- Peter, L. (2015). *Effective Business Communication*, McGraw Hill Inc. New York. Publishing Nigerian Limited.
- PMBOK (2008). *A guide to the project management body of knowledge* (4th Ed.). Nashville, TN: Project Management Institute, Inc.
- Quiroz, D.V. & De Jesus, F. S. (2022). Administrators' Communication Styles and their Leadership Effectiveness: Basis for a Proposed Enhancement Plan. *International Journal of English Literature and Social Sciences*, 7(4), 179-200.
- Rahbi, D., Khalid, K. & Khan, M. (2017). The effects of leadership styles on team motivation. *Academy of Strategic Management Journal*, 16(2), 1-14.
- Sambasivan, M., Loke, S. P., & Abidin-Mohamed, Z. (2009). Impact of knowledge management in supply chain management: A study in Malaysian manufacturing companies. *The Journal of Corporate Transformation*, 16(3), 111–123.

- Sari, E. T. (2019). Communication in manufacturing companies in Surabaya, Indonesia. *International Journal of Economics, Commerce and Management*, 7(6), 243-253.
- Schaub, J., Hewison, A., Haworth, S., & Miller, R. (2022). A Leadership Model for Social Work: Drawing on Health Care to Inform Social Work Leadership. *British Journal of Social Work*, 52(5), 2911–2930.
- Spicker, P. (2012). Leadership: a perniciously vague concept. *International Journal of Public Sector Management*, 25(1), 34-47.
- Tetteh, E. & Brenyah, R. (2016). Organisational leadership styles and their impact on employees' job satisfaction: evidence from the mobile telecommunication sector. *Global Journal of Human Resource Management*, 4(4), 12-24.
- Theaker, A. (2004). *The Public Relations Handbook*. Routledge.
- Thompson, K. N. (2010). Servant-leadership: An effective model for project management. A Dissertation Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy, Capella University.
- Velu, L., Manxhari, M., Demiri, V., & Jahaj, L. (2017). The Influence of Leadership Styles on Employee'S Performance. *Journal of Management Social Sciences Vadyba Journal of Management*, 31, 59–69.
- Yee, T. K. & Hamid, A. (2018). Kepimpinan Kolaboratif Guru Besar dan Hubungannya dengan Komitmen Guru Terhadap Sekolah. Proceedings of the International conference of future education and advances. http://www.masree.info/conference-info/icofea18_proceeding-2018/
- Yoneda, T., Walter, M. R. & Naradowsky, J. (2020). Pow-Wow: A Dataset and Study on Collaborative Communication in Pommerman. Paper presented at the Workshop on Language in Reinforcement Learning, ICML 2020. www.pommerman.com/competitions
- Yukl, G. (2010). *Leadership in organisations* (7th edition). Upper Saddle River, New Jersey: Prentice Hall.
- Zhou, H., & Benton, W. C. (2007). Supply chain practice and information sharing. *Journal of Operations Management*, 25(6), 1348–1365.
- Zulch, B. G. (2014). Communication: The foundation of project management. *Procedia Technology*, 16, 1000 – 1009