



Effect of Soft Leadership Styles on Performance of Rural Development Project: A Case of Terimbere Rural Integrated Partnership Organization in Musanze District, Rwanda

Kayondo Francis & Gachiri Wilson

Department of Project Management, Faculty of Business Administration

University of Kigali, Rwanda.

Email: francianos@rocketmail.com

Abstract: This study aimed to investigate the effect of leadership styles on performance of rural development project, a case of Terimbere Rural Integrated Partnership (TRIP) organization in Musanze district. The study focuses on the effect of autocratic leadership, democratic leadership, free-rein leadership and transformational leadership styles on project performance. This study used both descriptive and correlational research designs. The study population was 167 individuals and 113 respondents were determined by table of Krejcie & Morgan. Questionnaire and interview guides were used for data collection. Qualitative data were analyzed based on answers of respondents, while quantitative data were analyzed using descriptive and inferential statistics. Results showed that respondents agreed that there is effect ($M=4.04$, $SD=1.020$) of autocratic leadership style on project performance, they agreed that there is effect ($M=4.10$, $SD=0.862$) of democratic leadership style on project performance, there is effect ($M=4.22$, $SD=0.812$) of laissez-faire leadership style on project performance, and there is effect ($M=4.14$, $SD=0.861$) of transformational leadership style on project performance. The study concludes that autocratic leadership style, democratic leadership style, laissez-faire leadership style, and transformational leadership significantly contribute to predicting and positively influencing the project performance. The study suggests that TRIP should centralize decision-making, enhance communication, and create an inclusive team to ensure diverse teams feel valued and engaged. Regular training sessions should equip team members with project visions and task implementation guidance. Project leaders should maintain optimism to foster learning and enhance team well-being, aiming to improve transparency and engagement in the project.

Keywords: Soft Leadership Styles, Autocratic Leadership Style, Democratic Leadership, Laissez-Faire or Free-Rein Leadership, Transformational Leadership Style and Project Performance

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1. Introduction

According to Caillier (2020) project managers are leaders who ensure timely and budget-friendly project

delivery while also engaging and inspiring their teams and clients. The project's performance is moderately influenced by leadership skills, but challenges persist in ensuring effective leadership throughout its completion. Dlulisa (2020) added that the issue of high project failure

rates due to inadequate use of soft skills during rural development project completion has been observed. Effective leadership is essential for guiding teams, making strategic decisions, and ensuring project objectives are met.

According to Castro et al. (2022) leadership styles refer to various approaches that leaders use to guide, motivate, and manage their teams. Leadership styles include autocratic, democratic, transformational, transactional, and laissez-faire (Emini et al., 2023). Further, Iqbal et al. (2020) noted that autocratic leadership led to better quantity-based outputs, while democratic leadership yields better quality-based in Pakistan, but its scope was limited. Moreover, Raghavan and Chinta (2023) posited that team's performance in rural project was positively impacted by democratic leadership styles.

In Africa, project managers in NGOs are still grappling with numerous challenges related to their leadership skills. For example, in Ghana, Hilton et al. (2021) pointed out that project performance is influenced by leadership styles, but the results did not align with specific leadership styles. Contrary, Puchalski Ritchie et al. (2020) stated that, in Malawi, rural development project failure, was a common issue in non-profit organizations.

In Rwanda, TRIP faced some challenges like misunderstanding about the project visions, lack of project product ownership among beneficiaries, limited funds regarding the project expectations, resistance to change if TRIP brings new projects due to their beliefs, specially, in the projects of pig distribution.

Few studies have been conducted on soft leadership styles on project performance. For instance, Hakizimana (2021) pointed out that the lack of transparency, leadership and payment delays have negatively impacted rural development projects. Further, Jordans et al. (2020) added that rural development projects often fail due to differing leadership expectations. In this regard, the studies on project manager leadership style and project performance are limited in Rwanda. Hence, there is needed for more research in this area. Therefore, this study aimed to address a gap in existing literature, through investigation the effect of leadership styles on performance of rural development project at Musanze district.

2. Literature Review

2.1 Autocratic leadership style

According to Udin (2023) autocratic leadership is a

management style where one leader or member of the organization makes decisions on behalf of the company. Effective project management requires people-oriented leadership styles. In addition, Urhan (2023) added project managers use minimal delegation, limited autonomy, resistance to feedback, centralized decision-making. Further, Nyamota et al. (2024) asserted that autocratic leadership is often necessary when working under tight deadlines and lacks opportunity to gather everyone's opinions.

In contrast, poor leadership styles result in a lack of motivation and engagement among team members, leading to decreased productivity (Kaneza, 2024). Further, Sajjad et al. (2023) added that poor leadership hinders team members' creativity and innovation. Rogo et al., (2020) posited that autocratic style characterizes by the leader not taking input from other group members, distributing responsibilities. Mudhsh et al. (2024) asserted that autocratic leadership style is effective in project management where quick decision-making is necessary.

2.2 Democratic leadership style

Barthold et al. (2022) Democratic leadership is characterized by a participative approach where leaders encourage group members to contribute to decision-making processes. In this regard, democratic leaders enable organizations to make informed decisions by obtaining multiple opinions, feedback, and perspectives (Abid et al., 2024). Caillier (2020) in his study, the democratic leadership style moderated the relationship between public service motivation and respondents' performance ratings.

Zhang (2024) stated that there is no optimum leadership style, but democratic leadership can be effective, especially when creativity and innovation are prioritized. It fosters high productivity, rural development creativity, team engagement. Leaders value input from others, emphasize team participation, and facilitate discussions for multiple group members to make decisions. Additionally, Arshad et al. (2023) noted that project manager is responsible for achieving organizational objectives using multiple leadership styles.

2.3 Free-rein leadership style

Kamal et al. (2024) define free rein as a method where followers are given the freedom to establish rules and make decisions. Ahsan and Khalid (2023) added that in French phrase "Laissez-Faire", meaning "allow to do," aims to empower individuals to make choices as they see fit. Further, Renzi (2020) it is leadership style where

leaders are hands-off.

Kamal et al. (2024) posited that the autonomy provided to some group members can be liberating and enhance their job satisfaction. Bwambale et al. (2024) added in their study that teachers appreciate the leadership style that grants them freedom. This means that free rein allows employees to participate in their work. Additionally, Breevaart and Zacher (2019) noted that the laissez-faire style is effective in situations where group members possess more knowledge than the leader.

2.4 Transformational leadership style

According to Renzi (2020) transformation is a change. Transformational leadership style motivates project employees to exceed expectations and work towards a common goal (Aziz et al., 2022). Furthermore, transformational leadership style is a potent force that facilitates positive organizational transformation (Usman, 2020). According to Rogo et al. (2020) transformational leadership style involves project leaders influencing others by addressing their needs, increasing motivation, encouragement, confidence, positive impact, goal achievement.

Further, transformational leadership is management approach that motivates project employees to innovate, and develop new strategies (Hadi et al., 2019). Transformational leaders prioritize project collaboration over decision-making and strategic planning, aiming to drive a vision forward through effective project management (Iqbal et al., 2020). Fang (2022) added that transformational leadership significantly enhances the performance of enterprises in rural areas. In addition, Castro et al. (2022) indicated that implementing transformational leadership significantly enhanced business performance in rural area.

3. Methodology

3.1 Research design

The study employed descriptive and correlational research designs. Descriptive research design indicates a focus on observing and describing characteristics of a particular phenomenon, while correlational design in which the researcher examined the relationship between soft leadership styles variable and performance of rural development project.

3.2 Population of the study

Population of this study was individuals involved in

TRIP project management, 1 project coordinator, 1 project field officer, 2 project promoters and 163 project beneficiaries.

3.3 Sample size and sampling technique

The sample size of this study is 113 respondents. Sample size for the study is elaborated using Table of Krejcie and Morgan. The sampling technique used in this study is simple random sampling. This technique ensures equal probability of selection for all population members, resulting in representative and unbiased samples. Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample. In this case, 113 respondents were selected randomly from TRIP organization in Musanze district.

3.4 Data collection instruments

This study used questionnaires and structured interview guide for data collection. Questionnaire instrument is structured into 2 sections ranging from A to B whereby section A for collecting data regarding the respondents' background information, section B was based on data regarding specific objectives. The questionnaire was used to collect data from project field officers, project promoters and beneficiaries. This questionnaire technique helped the researcher to obtain quantitative data. In addition, section B of questionnaire is designed using a scale method, consisting of a 5-point opinion scale (Likert scale Format). The Likert rating scale ranges from 1 to 5, where 1= strongly disagree, 2= disagree, 3=neutral, 4=agree and 5 strongly agree, to facilitate data analysis and minimize bias. Additionally, interview guide technique was used to collect qualitative data from project coordinator.

3.5 Data analysis methods

Collected data was processed by editing, coding and tabulation. Qualitative data was based on the response of respondents and observation data. While quantitative data were analyzed through descriptive statistics and inferential statistics such as regression model.

3.6 Ethical considerations

The researcher adhered to ethical and morally acceptable procedures throughout the research process. The data was collected with the full consent of the participants. In this regard, the study was maintained confidentiality and anonymity regarding the names of respondents and the availability of information to those not directly involved

in the study. In addition, the researcher ensured participant rights by explaining the study's benefits to them. Further, the researcher adhered to ethical guidelines, including proper citation, truthful data collection and analysis, data confidentiality, and obtaining consent from the case organization and staff, while maintaining the identity of respondents unanimously. Moreover, the researcher sought the authorization to carry out research from University of

Kigali and TRIP organization.

4. Results and Discussion

The purpose of this study was to investigate the effect of leadership styles on the performance of rural development project at Musanze district. This section presents and analyzes data collected from respondents who have been involved in the project.

Table 1: Demographic characteristic of respondents

Demographics	Options	Respondents Frequency	Percentage
Age	Below 20 years	10	8.8
	21-30 years	29	25.8
	31-40 years	46	40.7
	41-50 years	18	15.9
	51 years and above	10	8.8
	Total	113	100.0
Gender	Male	47	41.6
	Female	66	58.4
	Total	113	100.0
Education qualification	Primary	74	65.5
	Secondary	37	32.7
	University	2	1.8
	Total	113	100.0
Work experience	Less than 1 year	52	46.0
	2-3 years	43	38.1
	4-5 years	15	13.3
	6-10 years	3	2.6
	Total	113	100.0

Table 1 indicates the findings about demographic characteristics of respondents. It presents the findings of the age group of respondents. Out of 113 respondents, the majority (40.7%) of respondents are aged between 31-40 years, 8.8% are aged below 20 years, 25.8% are aged between 21-30 years, 15.9% are aged between 41-50 years and only 8.8% of respondents are aged 51 years and above.

Similarly, it presents the findings of gender of respondents. Out of 113, 58.4% of respondents are female, while 41.6% are male. The majority is female in this study. Further, it outlines the education level distribution of respondents from TRIP organization. The study indicates that among 113 respondents, 65.5% have a primary educational level, 32.7% have secondary educational level, and 1.8% have master's degree. The educational background is diverse, with most having a primary educational level. Lastly, it deals with the findings of experience

distribution of respondents. Among the 113 respondents, 46.0% have less than 1 year of experience, 38.1% fall within the 2-3 years' experience range, 13.3% have 4-5 years of professional background, and 2.6% have between 6-10 years. Diverse experience levels in the team suggest potential for a balanced dynamic, leveraging the strengths of both junior and experienced staff to enhance collaboration and innovation.

Descriptive statistics

The mean and standard deviation were used to display the distribution of respondents' Likert scale ratings for different propositions. Mean values were then interpreted within specific ranges: from 0.01 to 1.00 as very low mean, 1.01 to 2.00 as low mean, 2.01 to 3.00 as neutral, 3.01 to 4.00 as high mean, and 4.01 to 5.00 as very high mean. Further, data were categorized as homogenous if the standard deviation is less than or equal to 0.5, and heterogeneous if it exceeds 0.5.

Table 2: Descriptive statistics on effect of autocratic leadership style on performance of rural development project

	Mean	Std. Deviation
The project team members work with minimal delegation	4.12	.974
Project team members work with direct and top-down communication	4.23	.916
Project team members work with limited autonomy	3.84	1.138
Project team members with resistant to feedback	4.00	1.052
Overall	4.04	1.020

Table 2 outlines descriptive findings on the effect of autocratic leadership style on project performance. Respondents agreed with the statement that the project team members work with minimal delegation, as indicated by the very high mean score of 4.12. This indicates a very strong positive agreement among the respondents. Standard deviation of 0.974 indicates heterogeneity in responses among participants. Similarly, respondents expressed agreement with the statement that project team members work with direct and top-down communication, with a very high mean score of 4.23, indicating a very strong positive agreement. Standard deviation of 0.916 indicates a heterogeneous response pattern.

Moreover, high mean score of 3.84 for the statement that project team members work with limited autonomy indicates a high level of positive agreement among participants. Standard deviation of 1.138 indicates heterogeneity in responses among participants. On the statement that the project team members with resistant to feedback, the high mean score of 4.00 indicates strong positive agreement, but the standard deviation of 1.052

shows heterogeneity in responses.

Overall, a very high mean of 4.04 for the combined statements reflects an overall strong positive perception that there is an effect of autocratic leadership style on project performance, with a standard deviation of 1.020, indicating some heterogeneity in opinions among the respondents. Findings are aligned with a study by Nyamota et al (2024) which asserted that autocratic leadership is often necessary when working under tight deadlines and lacks the opportunity to gather everyone's opinions, as it helps clear up confusion and assign clear tasks. It allowed quick decision-making compared to other leadership styles.

On this context discussion of autocratic leadership style, the project coordinator stated that

“as decision making involves identifying a decision, gathering information, and assessing alternatives. In this regard, we make a choice in activities implementation based on exact needs identified among project beneficiaries. in addition, the evaluation is done based on choice of activities implemented by project team members”.

Table 3: Descriptive statistics on effect of democratic leadership style on performance of rural development project

	Mean	Std. Deviation
Project team members work in collaboration	4.14	.680
Project team members are supportive and empathetic each other	3.98	.876
Project team members work with trust-building	4.06	1.088
Inclusive project team members lead to better outcomes	4.24	.805
Overall	4.10	.862

Table 3 presents descriptive findings on the effect of democratic leadership style on performance of rural development project. Respondents agreed with the statement that project team members work in collaboration, as evidenced by a very high mean score of 4.14, indicating a very strong positive agreement. Standard deviation of 0.680 indicates heterogeneity in responses among respondents. In addition, respondents pointed out an agreement that project team members are supportive and empathetic to each other, with a high mean score of 3.98 and standard deviation of 0.876. High mean score signifies a strong positive agreement and standard deviation designates heterogeneity in responses among respondents.

Furthermore, respondents agreed also with statement that project team members work with trust-building, with a very high mean score of 4.06, this implies very positive agreement and standard deviation of 1.088 signifying heterogeneity in opinions among respondents. Similarly, when considering the statement that inclusive project team members lead to better outcomes, with very high mean score of 4.24 and standard deviation of 0.805. Very high mean score signifies a very strong positive agreement and standard deviation designates heterogeneity in responses among respondents.

Overall, very high mean of 4.10 for combined statements reflects an overall very strong positive perception that there is effect of democratic leadership style on project

performance, with a standard deviation of 0.862, indicating some heterogeneity in opinions among the respondents. Findings are supported by Abid et al. (2024) asserted that democratic leaders enable organizations to make informed decisions by obtaining multiple opinions, thereby setting company and team up for success Democratic leadership is a highly effective leadership style.

On this context discussion of a democratic leadership style, project coordinator stated that

"The filed project team members interact with the beneficiaries, local authorities and other opinions leaders to identify real needs/wants, after that, the needs/wants are discussed with the project manager to make a decision".

Table 4: Descriptive statistics on effect of free-rein leadership style on performance of rural development project

	Mean	Std. Dev.
Project teams work with limited guidance and feedback	3.95	.971
Project teams work with minimal interference and control	4.77	.627
Project teams work with high autonomy and freedom	4.02	.896
Project teams work with empowerment and trust	4.14	.754
Overall	4.22	.812

Table 4 presents descriptive findings on effect of free-rein leadership style on performance of rural development project. Respondents strongly agreed that project teams work with limited guidance and feedback, high mean score of 3.95 indicates a strong positive agreement, and a standard deviation of 0.971 shows heterogeneity in responses among participants. Similarly, respondents agreed that project teams work with minimal interference and control, with a very high mean score of 4.77, indicating a very strong positive agreement and standard deviation of 0.627 indicating heterogeneity in responses among respondents.

Furthermore, respondents agreed that project teams work with high autonomy and freedom, as evidenced by very high mean score of 4.02, indicating a very strong positive agreement; however, the standard deviation of 0.896 highlights some heterogeneity in opinions among participants. Additionally, almost all respondents strongly agreed that project teams work with empowerment and trust, with a very high mean score of 4.14 and standard deviation of 0.754 indicating a strong

positive agreement however with some heterogeneity in responses.

Overall, very high mean of 4.22 for combined statements reflects an overall very strong positive perception that there is effect of free-rein leadership style on project performance, with standard deviation of 0.812, indicating some heterogeneity in opinions among the respondents. Findings align with a study by Bwambale et al. (2024) stated in their study that teachers appreciate the leadership style that grants them freedom. The laissez-faire leadership style allows employees to participate in their work.

On this context discussion of free-rein leadership style, project coordinator stated that

"We first give a clear job description to each staff member, next we create a communication platform (channel) that allow all project team members to consult, gather and share information. Further, each project team member can take decision after consulting with his supervisor".

Table 5: Descriptive statistics on effect of transformational leadership style on performance of rural development project

	Mean	Std. Deviation
Project teams work with inspiration motivation	3.95	.971
Project teams have idealized influence	4.24	.805
Project teams work with individual consideration	4.23	.916
Project teams work with intellectual stimulation	4.14	.754
Overall	4.14	.861

Table 5 presents descriptive findings on effect of transformational leadership style on project performance. Respondents agreed with the statement that project teams work with inspirational motivation, as indicated by mean score of 3.95 (SD = 0.971). High mean indicates a strong positive agreement, and standard

deviation shows heterogeneity in responses. Additionally, respondents pointed out an agreement that project teams have idealized influence, with a mean score of 4.24 (SD = 0.805). Very high mean indicates a very strong positive agreement, and standard deviation highlights heterogeneity in responses pattern.

Furthermore, a very high mean score of 4.23 (SD = 0.916) for statement that project teams work with individual consideration indicates a very strong positive agreement among respondents, with a standard deviation showing some heterogeneity in opinions. Lastly, for claim that project teams work with intellectual stimulation, a very high mean score of 4.14 (SD=0.754) indicates a very strong positive agreement and standard deviation shows some heterogeneity in responses.

The overall very high mean of 4.14 for combined statements reflects an overall very strong positive perception that there is effect of transformational leadership style on project performance, with a standard deviation of 0.861, indicating some heterogeneity in opinions among respondents. Findings are supported by Fang (2022) indicated that social capital and transformational leadership significantly enhance the performance of enterprises in rural area.

On this context discussion of transformational leadership style, the project coordinator stated that

“We encourage project team members to create meaningful change and awarding the most performing ones each year. In addition, we always provide feedback to any to any work done by project team members. Further, we conduct regular supervision and encourage the project team members to always aim higher results”.

Inferential statistics

The study utilized inferential statistics like regression analysis to determine the relationship level between study variables. The study was conducted using four different null hypotheses: Ho1 There is no significant effect of autocratic leadership style on project performance; Ho2 There is no significant effect of democratic leadership style on project performance; Ho3 There is no significant effect of laissez-faire leadership style on project performance; and Ho4 There is no significant effect of transformational leadership style on project performance.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.822 ^a	.675	.663	.37856

a. Predictors: (Constant), Transformational Leadership Style, Autocratic Leadership Style, Democratic leadership style, Laissez-faire or free-rein leadership style

Table 6 presents Model Summary for the regression analysis. R value of 0.822 indicates a strong positive correlation between predictors (autocratic leadership style, democratic leadership style, laissez-faire leadership style and transformational leadership style) and the dependent variable (project performance).

R Square value of 0.675 signifies that approximately 67.5% of variability in project performance can be explained by independent variables in model. Findings align with a study conducted by Rogo et al. (2020) asserted that project management has always been based on project leadership styles as its primary pillars.

Table 7: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	32.136	4	8.034	56.060	.000 ^b
	Residual	15.477	109	.142		
	Total	47.613	113			

a. Dependent Variable: Rural development project performance

b. Predictors: (Constant), Transformational Leadership Style, Autocratic Leadership Style, Democratic leadership style, Laissez-faire or free-rein leadership style

Table 7 presents findings of Analysis of Variance (ANOVA). The table indicates a significant F-statistic of 56.060 (p=0.000). F-statistics assess overall significance of regression model, testing whether there is a significant difference between model with predictors (autocratic leadership style, democratic leadership style, laissez-faire leadership style and transformational leadership style) and project performance.

In this case, the small p-value (p=0.000<0.05) associated with the F-statistic indicates that the predictors jointly have a significant effect on explaining the variance in the dependent variable (project performance). The findings are supported by Aziz (2022) asserted that there is the relationship between leadership styles and project success in rural area projects.

Table 8: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.570	.285		2.001	.048
	Autocratic leadership Style	.045	.070	.052	.642	.515
	Democratic leadership style	.436	.071	.485	6.140	.000
	Free-rein leadership style	.280	.118	.274	2.372	.019
	Transformational Leadership Style	.136	.156	.132	.871	.384

a. Dependent Variable: Rural development project performance

The adopted model presented as follows:

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

Where:

Y = Project Performance

β_0 = Constant

$\beta_1 \dots \beta_4$ = Regression coefficients for independent variables

X1 = Autocratic Leadership Style

X2 = Democratic Leadership Style

X3 = Free-Rein Leadership Style

X4 = Transformational Leadership Style

ε = Error term

Therefore, project performance = $0.570 + 0.045$ (autocratic leadership style) + 0.436 (democratic leadership style) + 0.280 (Free-rein leadership style) + 0.136 (transformational leadership style) + 0.285 .

Table 8 presents coefficients for regression model predicting project performance based on the predictors like autocratic leadership style, democratic leadership style, free-rein leadership style and transformational leadership style. The constant term has an unstandardized coefficient (B) of 0.570 with a standard error of 0.285.

Specifically, for every one-unit increase in autocratic leadership style, there is a 0.045 unit increase in project performance. However, there is no significant effect ($p=0.515>0.05$) of autocratic leadership style on project performance. Similarly, democratic leadership style shows a positive effect, with a 0.436 unit increase in project performance for every one-unit increase in democratic leadership style, but there is significant effect ($p=0.000<0.05$) of democratic leadership style on project performance.

Moreover, for every one-unit increase in laissez-faire leadership style, there is a 0.280 unit increase in project performance. However, there is significant effect ($p=0.019<0.05$) of free-rein leadership style on project performance.

Furthermore, transformational leadership style shows a positive effect, with a 0.136 unit increase in project performance for every one-unit increase in transformational leadership style, but there is no significant effect ($p=0.384>0.05$) of transformational leadership style on project performance.

Table 9: Hypotheses results

Hypotheses	Results	Comments
Ho ₁ There is no significant effect of autocratic leadership style on performance of rural development project	($p=0.515>0.05$)	Accepted
Ho ₂ There is no significant effect of democratic leadership style on performance of rural development project	($p=0.000<0.05$)	Rejected
Ho ₃ There is no significant effect of laissez-faire leadership style on performance of rural development project	($p=0.019<0.05$)	Rejected
Ho ₄ There is no significant effect of transformational leadership style on performance of rural development project	($p=0.384>0.05$)	Accepted

Table 9 outlines the hypotheses results. The null hypothesis that Ho₁ There is no significant effect of autocratic leadership style on project performance, therefore, this hypothesis is accepted because the p-value of 0.515 is greater than 0.05. Similarly, null hypothesis

that Ho₂ There is no significant effect of democratic leadership style on project performance, therefore, this hypothesis is rejected because the p-value of 0.000 is less than 0.05.

Moreover, null hypothesis that Ho₃ There is no

significant effect of laissez-faire leadership style on project performance, therefore, this hypothesis is rejected because the p-value of 0.019 is less than 0.05. Lastly, null hypothesis that Ho4 There is no significant effect of transformational leadership style on project performance, therefore, this hypothesis is accepted because the p-value of 0.384 is greater than 0.05.

5. Conclusion and Recommendations

5.1 Conclusion

The purpose of this study is to investigate the effect of leadership styles on the performance of rural development project. The results indicate that autocratic leadership style, democratic leadership style, free-rein leadership style and transformational leadership style significantly contribute to predicting and positively influencing the performance of school construction projects under by MINEDUC in the Gasabo district.

5.2 Recommendations

The study presents the following recommendations:

1. It is recommended that TRIP organization should lead to swift decision-making, which is crucial in environments where timely actions are necessary for project success.
2. It recommends that TRIP organization should improve motivation and commitment among team members, as individuals feel valued and heard.
3. It recommends that TRIP staff should engage with team members, it may also result in a lack of direction and accountability if not managed properly.
4. It recommends that TRIP managers should encourage innovation and creativity, which are essential for achieving project goals.

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