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LEADERSHIP TRAINING OF YOUNG PROFESSIONALS FOR ORGANIZATIONAL PERFORMANCE IN THE BUILDING INDUSTRY IN KENYA

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ABSTRACT

Leadership training has been identified to be a key player in positively impacting leadership development for organization. It has been cited as a strategic soft skill for the career progression in construction and civil engineering professions, a field that demands teamwork and collaborative approaches to effectively solve the predominant unique and complex projects. Emerging global trends favoured the leadership training. The main problem that informed the need to undertake this study was that young professionals in the building industry in Kenya were hardly getting incorporated into the various leadership roles driving their organizations. This study sought to determine the extent to which leadership training of young professionals in the building industry in Kenya would enhance the organizational performance. Through a quantitative research design, data were collected from a sample composed of 309 young professionals working within the 515 registered Architectural, Quantity Surveying, and Engineering firms in Kenya. The data analysis established that registered architectural, quantity surveying and engineering firms in Kenya were actively involved, to a moderate extent, in leadership training of their young professionals. Moreover, leadership training was found to have a significant impact in predicting the organizational performance in the building industry in Kenya. The study concluded that leadership training of young professionals in the building industry in Kenya has a positive statistical significant impact on the organizational performance.

Keywords: building industry, leadership training, organizational performance, young professionals

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INTRODUCTION

There appears to be an active role that leadership training plays in positively impacting leadership development. Pascal et al. (2017) acknowledged that one of the effective components that could facilitate leadership development is that of active learning, the one that is being guided by those participating in the course. Pascal et al. elaborated that this approach is one that primarily focusses on active learning through a structured formal procedure of incorporating leadership skills to solve real problems encountered, both at the workplace and beyond the daily practices. Moreover, Pascal et al argued that during the process of identifying the specific needs within the community, additional opportunities may be created that would define and support effective changes for group and team learning. They identify that this collective form of learning is ideal when developing leadership skills.

Active learning is among concepts of self-directed learning that include self-planned learning, autonomous learning, cooperative learning, and independent learning, as well as self-regulated learning (Shaalan, 2019). All these concepts are based on "the notion of autonomy and self-reliance" (p. 550). Moreover, it was perceived that besides the processes that are involved in learning and development (L&D) being complex, they are also varied (Armstrong & Taylor, 2014). Partly, they explained this by pointing out that learning can either be for the individual persons or for the organization. In addition, they argued that this could be clarified by factors such as: the learning theory being used, the notion of the learning organization, the concept guiding organizational learning, and the input by individuals towards their personal L&D. This personal input on L&D may be done either through a self-managed or through a self-directed learning activity. L&D has been defined by Armstrong and Taylor as that process which ensures that the organization has the skilled, knowledgeable and engaged personnel it requires. The main learning theories in place include: "reinforcement theory, cognitive learning theory, experiential learning theory and social learning theory" (p. 299). In line with perspectives of social learning, Armstrong and Taylor observed that people learn when they are involved in teams as they interact with co-workers, their managers as well as other people from outside their organization.

Leadership Training in the Building Industry in Kenya

Among the components of L&D is that of training. According to Armstrong and Taylor, training is defined as "the systematic application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily" (p. 284). This means that leadership training would then be defined as the systematic application of formal processes to impart leadership knowledge and help people to acquire the leadership skills necessary for them to perform their jobs satisfactorily.

In a work environment, Dessler (2017) defined training as the giving of skills, to new or existing employees, which they require in order to perform their job. Leadership training would, therefore, mean giving of leadership skills needed by such employees to enable them to undertake their leadership tasks effectively. It was further recommended that the goals for such training must be governed by the strategic plan of the employer (Dessler). Moreover, the training should be implemented through a rational process. Armstrong and Taylor concurred with Dessler's perspective by acknowledging that, while organizations required personnel with extensive appropriate skills, abilities and knowledge, the steps needed to achieve this are business-oriented. This means that such steps must be governed by "the strategic imperatives of the business and support the achievement of its goals" (p. 283).

Others observed that the training of skills within cross cultural settings is largely driven by the following three factors: awareness, knowledge, as well as practice (Hofstede et al., 2010). Such considerations within the training seek to resolve

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life challenges progressively by beginning to tackle the simpler tasks before engaging into intricate ones. Dessler recommended a five-step process of training with acronym "ADDIE" which stands for "analysis-design-develop-implement-evaluate" (p. 236). In this model, the training needs are analysed, then a training program is designed, before coming up with the relevant training materials. This is followed by the actual implementation that could adopt either an "on-the-job or online training" (p. 236). The model concludes with an evaluation regarding the effectiveness of the training.

A research on the impact of L&D on organizational performance found out that a well-developed training programme could result in improved business prospects, and that the return on investment from such training programmes can be quite high (Armstrong & Taylor). In concurrence with this, Dessler observed that there is evidence of positive correlation between performance and training and that this could be verified through a performance analysis of a specific training program.

Regarding construction organisations, it has been observed that leadership play a strategic role towards their success (Zulkiffli & Ahmad, 2016). Nevertheless, Zulkiffli and Ahmad pointed out the moral issues that have tended to restrain performance in the building industry. These issues include corruptions, poor management as well as rampant spillages. Consequently, Zulkiffli and Ahmad recommended for a holistic approach to leadership called "sustainable leadership." Other studies have also highlighted additional factors related to this need. These studies have diversely observed that leadership style, creativity and persistence, innovation, communication practices, motivation, and other appropriate attributes, have significant impact on performance and ultimate success of the building industry (Lingard, Zhang, & Oswald, 2019; Liu & Chan, 2017; Nasaruddin & Rahman, 2017).

An article by Archer and Verster (2011) expounded on the essence of educating young professionals within the building industry as leaders. They pointed out that "ethics and leadership form the basis of important management skills such as strategy and communication…[therefore] the education and development of students regarding ethics and leadership may effectively enhance the quality of leadership in the built environment" (p. 808). Therefore, a key constructs that define leadership development would be that of formal leadership training. A study by Oginde (2011) found out that effective leaders are expected to have noticeable leadership competencies as well as upholding reputable technical expertise. He established that such leaders should also possess a solid credibility that solves significant problems, makes upright decisions, and provides sound advice. In another perspective, the survey revealed that certain followers desired that their leaders should also be flexible to learn from their subordinates as well as from any other people.

The building industry appears to be an important and strategic sector in national economies worldwide. For instance, the industry was ranked as the second highest contributor towards India's gross domestic product (GDP) (Misra & Mohanty, 2021). In addition, the industry stood out as the largest employer in India, as well as depicting a massive growing economic potential. Misra and Mohanty projected a seven-fold growth in value that will be directly related to this industry by the year 2028. Despite this favourable perspective, the industry faced challenges related to inadequate organizational structures.

Within Kenya, the building industry plays a vital role in contributing to the economic development of the country. Various reports reveal that the Government of Kenya has highlighted housing as one of the four main pillars for its strategic plan (KSG Communications Office, 2018; Parliamentary Budget Office, 2018). The UN-Habitat has emphasised on the need to support the provision of human habitation, as well as prioritised sustainable urbanization, that is aligned to Kenya's Vision 2030 mid-term plans (UN-Habitat, 2021).

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Among the key considerations, that guided the contextual framework for this support venture, is the element of affordable housing. This was pointed out as one of the Presidential "Big Four Agenda" (UN-Habitat). In addition, there are projections by UN-Habitat pointing to a progressive trend of global urbanization with Kenya poised to have half of its population urbanized by 2025.

On the other hand, the building industry has faced challenges regarding the safety of some of their products. Reports by taskforces and stakeholder agencies have depicted various perspectives which could explain reasons for such failures (Commission of Inquiry, 1996). Some of these challenges have led to the collapse of some buildings leading to loss of lives and various injuries. As observed by Commission of Inquiry, one of the main problems facing the building industry is "ineptitude and inefficiency on the part of some professionals and other players in the industry" (p. viii). This perspective concurred with similar findings in Nigeria. It was observed that among the various factors contributing to the collapse of buildings in Nigeria was the failure to efficiently manage the process of construction (Okagbue et al., 2018).

There are a number of unique features that define the Kenyan context when considering the building industry. In 2016 the World Bank highlighted how infrastructure was playing a key role in influencing the economic growth in addition to the shared prosperity of Kenya through a number of avenues: addressing the infrastructural constraints; sponsoring economic growth; and through the reduction of inequality (https://www.worldbank.org/en/results/2016/07/21/infrastructure-for-economic-growth-and-shared-prosperity-in-kenya-addressing-infrastructure-constraints-promoting-economic-growth-and-reducing-inequality). In the report, the World Bank acknowledged that the service sector was the key driver that favourably enhanced Kenya's performance towards economic growth during the previous decade. The report observed that, through support of the International Development Association, the World Bank had been involved in extensive infrastructural developments such as: expanding the supply of electricity; enhancing urban drainage and civil works upgrading; supporting the transformation of the roads subsector by implementing policy and institutional reforms; the expansion of airports, and addressing the safety of households.

Kempe Ronald Hope, the Senior Advisor at the United Nations Development Programme (Kenya), observed that there was a serious lack of the essential infrastructure requirements that impeded sustainable development in Kenya before 2010 that required to be upgraded (Hope, 2010). At the time, he cautioned that "the inadequate and poorly performing infrastructure is a major challenge to Kenya's economic development and growth, and constitutes a major impediment to the achievement of the country's Vision 2030 as well as the Millennium Development Goals (MDGs)" (p. 92).

A report by the U.S. Department of Commerce (https://www.privacyshield.gov/article?id=Kenya-Construction-and-Infrastructure) observed that, in 2016, the Kenyan Government had continued to invest heavily in transport infrastructure which led to the sector recording a 10% growth. The report observed that Kenya's infrastructure had become extensively developed and more superior in comparison to its neighbours. It acknowledged that Nairobi stood out as the hub of Eastern and Central Africa as well as the largest city between Cairo and Johannesburg. Moreover, it saw the Port of Mombasa as the most important deep-water port within the region, and one that supplied the shipping needs of more than twelve countries despite having persistent insufficiencies in equipment, inefficiency, and cases of corruption. In terms of the construction sector in Kenya, this report affirmed that it had continued to expand as international investors entered the East African region through Nairobi in their pursuit to capitalize

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on opportunities presented by the country's growing middle class. This summarises the unique nature of the Kenyan context.

On another perspective, one of the upcoming digital revolutions in the building industry may involve the 3D printing potentials. This is an emerging house construction method involving a full-scale 3D printing technology using a large 3D printer. Expected to be a flexible and revolutionary construction approach, the building printing may be undertaken either on-site or through production of pre-fabricated building components remotely off-site. It is reported that, "while 3-D printing systems may require only a small workforce at the time of printing, a highly qualified operator is needed and skilled craftsmen are needed for follow up installation of architectural elements" (https://www.thebig5constructkenya.com/wp-content/uploads/sites/2/2020/03/The-Big-5-Construct-Kenya-2020-Kenya-Construction-Market-Report.pdf). This means that appropriate building professional leadership would be an essential component for its success.

It is also imperative to note that a substantial number of young professionals are in a generation referred to as the Millennials, alternately called the generation Y (or Gen Y). Studies have identified several characteristics that are unique to the Millennials and which could largely influence their participation and integration into the workforce (Jain & Dutta, 2019; Omilion-Hodges & Sugg, 2019). The characteristics include opinions asserting the generation of Millennials as the most connected of all times. Some of the characteristics may have potential to moderate the process of leadership development of young professionals in the building industry and thereby enhance organizational performance. However, it is advisable not to assume that Millennials form a uniform cluster that share similar traits, characteristics as well as belief classifications, because every person here has other factors that influence them (Abbas & Belhadjali, 2016).

The above background brings to focus several factors regarding the strategic importance of leadership development of young professionals in the building industry in Kenya aimed at enhancing performance of this industry. The emerging global digital revolution presents a unique opportunity that could favour young professionals to take certain leadership roles and thereby effectively steering such organizations towards prosperity. This industry has been highlighted as a major contributor to national GDPs, not only for Kenya, but for many other nations globally as well. It calls for innovative approaches to be identified to run this critical entity, including coming up with enhanced efficient leadership and management structures.

Statement of the Problem

The building industry in Kenya has featured prominently and centrally within the country's socio-economic focus. Various reports, from governmental as well stakeholder entities, have highlighted this scenario (KNBS, n.d.; KSG Communications Office, 2018; Parliamentary Budget Office, 2018; & The World Bank, 2019). Moreover, there have been observed trends showing increased rate of rural to urban migration among the country's population. Evidence from the Kenya National Bureau of Statistics (KNBS) confirmed that there is a rapid urbanization with projections pointing towards a 50% national urbanization by the year 2030 as compared to only 19% in 1999 and 32% in 2009 (KNBS). This has, similarly, been cited as a global phenomenon (The World Bank). The emerging trend has a capacity to exert increasing pressure on human habitation within the urban centres as well as their environs. The national importance of this industry, therefore, calls for the stakeholders to come up with innovative ways of enhancing the performance within this industry.

One of the innovative ways that could require attention, is that of leadership training. Various studies have shown that leadership training has the potential of positively affecting

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organizational performance. Indeed, Simmons et al. (2020) acknowledged that there is a swelling need for leadership development of professionals in the building industry. In their assessment, they pointed to a lack of clarity in defining the kind of leadership that could be uniquely aligned with the environmental factors that the building industry operates in. Their survey, though carried out in the USA, identified various leadership competencies that may be applicable for the various contexts.

The main problem that informs the need to undertake this study, is that young professionals of the building industry in Kenya are hardly getting to be incorporated into the leadership role of driving the organizations in this industry. There are several reasons that could explain the cause of this problem. For instance, the issue of leadership training does not appear to be at the core among the scope for the professionals within the building industry. Regarded as a soft skill, such training may demand structured curriculum that many professional establishments would perceive as non-essential for professional performance. This perception may not be backed by facts. The social learning theory provides avenues for development that such establishments could adopt in order to embrace the benefits that leadership training avails. The provisions in the theory reveal a reciprocal determinism perspective that largely "emphasizes the informative function of physiological arousal" (Bandura, 1977a, p, 199). According to Mullins (2010), the theory exploits the cognitive functions of the learner.

This study, therefore, sought to assess the potential that young professionals in the building industry may have that could enhance effective leadership training in the industry. To achieve this, the study delved into a limited scope of professional specialities that directly relate to the building industry within Kenya. These specialities are: the architects, the quantity surveyors and the engineers. Being an important sector of the country's economy, it was perceived that the findings of this study would help in identifying solutions to some of the challenges faced by the building industry. The objective of the study was to assess the extent to which leadership training of young professionals in the building industry in Kenya would enhance the organizational performance.

The Research Hypothesis

H_0: Leadership training of young professionals in the building industry in Kenya has no significant impact on organizational performance.

LITERATURE REVIEW

Theoretical Framework

It has been observed that the most prevalent learning theories are the following: the reinforcement theory, the experiential learning theory, the cognitive learning theory, and the social learning theory (Armstrong & Taylor, 2014). According to the Construction Researchers on Economics and Organisation in the Nordic region (CREON) (2013), within the construction projects context, the social dimension in learning has not been studied much. CREON, therefore, asserted that the social learning theory would be crucial in collaborating the process of learning. This is because the theory recognizes the social systems and procedures affecting learning within collaborative environments and, at the same time, the information that exists within the individuals' mind. It has been asserted that social learning theory "emphasizes the informative function of physiological arousal… [and that] the cognitive appraisal of arousal to a large extent determines the level and direction of motivational inducements to action" (Bandura, 1977a, p, 199). Concerning this theory, it was stated that "self-efficacy is conceptualized as arising from diverse sources of information conveyed by direct and mediated experience" (p. 203).

Within environments of conflict Coleman et al. (2014) revealed that in order to confidently develop the self-efficacy senses, an individual would need three processes. First, they should use the

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self-efficacy skills and subdue any obstacles arising from the environment. Second, they should nurture self-confidence regarding their effective personal usage of innate competencies. Thirdly, is to identify realistic attainable goals and opportunities that are required to effectively use their skills. Indeed, Coleman, Deutsch, and Marcus argued that a realistic encouragement that is aimed at realising a monumental but achievable goal would promote a successful experience. This mode of experience, they added, helps in enhancing the logic of self-efficacy. However, Coleman, Deutsch and Marcus observed that social prodding aimed at achieving unfeasible goals usually produced a perspective of failure as well as undermining self-efficacy.

In addition, it has been stated that a substantial number of young professionals in the building industry could be categorized as belonging to the Millennials generation. Based on the observations which have also been highlighted in the background of this study, that the Millennials are a more connected generation than their predecessors, it could be appropriate to have a leadership training model that takes advantage of these social interconnectivity. There has been a recommendation that human resource development (HRD) professionals ought to come up with diverse forms of training aimed at advancing the interpersonal interactions among employees in the workplace (Hughes, 2019). As elaborated by Lussier and Hendon (2019) regarding the social learning theory, the learning process is influenced by "the consequences of the actions of another person" (p. 696). The theory was built on a reciprocal determinism approach towards the behaviour of an individual (Armstrong & Taylor). This means that the behaviour of an individual would be determined by the individual by way of their own rational processes.

The social learning theory of Bandura emphasizes the importance of observing and modelling the behaviours, attitudes, and emotional reactions of others. Bandura (1977b) states that "learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action" (p22).

The social learning theory was developed "based on the premise that people learn by observing and interacting with others, and through imitation" (Mullins, 2010, p, 832). Johnson (2018) affirmed this perspective by Mullins. He argued that the leader of an organization is an ethics officer as they assumed the various ethical responsibilities that come alongside such a role, and because ethics formed the heartbeat of leadership. By casting a light or a shadow mainly within their zone of influence using the examples that they set, Johnson observed that leaders are in a unique position to determine the success or failure of these organizations.

The ethical practice of a leader is likely to affect the organizational performance due to the inherent transmission of such practice onto the followers. This meant that, according to the theory, a learner or trainee developed though picking up the techniques, behaviours as well as habits of the people around them (Mullins). On the ethical aspects, those elements that were identified as targets for emulation included the following: attitudes, values, as well as behaviours of the leaders that followers find credible, legitimate, and attractive (Johnson). Both Johnson and Mullins see this as a form of role-modelling. According to Mullins it exploits the "cognitive functions of thinking, perception, attention and memory in addition to behavioural responses" (p. 181).

Armstrong and Taylor (2014) observed two factors that the social learning theory recognized. One of them is that it acknowledged the importance of elementary behavioural notion of reinforcement as the one that determines the future behaviour. The second factor the theory recognized is that it

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emphasized the usefulness of internal psychological factors, particularly expectancies regarding the importance of goals as well as how the individual's ability could reach them. Consequently, the phrase 'reciprocal determinism' was used to describe the concept that "while the situation will affect individual behaviour individuals will simultaneously influence the situation" (p. 176). According to Chalofsky et al. (2014), the social learning theory emphasises the process by which people obtain personality characteristics in addition to their social skills by means of observational learning or through modelling. This concurred with Armstrong and Taylor's definition of the social learning theory which pointed out that learning was most effective within an atmosphere of social interaction through active involvement in real situations. The practical implications of this perspective is that learning could be encouraged within "communities of practice" as well as within networks and project teams.

In summary, the social learning theory brings out the social element of the learning process. This reinforces this component of leadership training of the study. Indeed, this study looks at training as an active learning activity. It is anticipated that, the young professionals could learn their leadership skills by observing and modelling the behaviours, attitudes, and emotional reactions of the various personalities in their professional lives. The reciprocal determinism approach in the theory would help underpin the leadership training concept.

METHODOLOGY

Research Philosophy and Research Design

This study sought to incorporate a research philosophy that has been proven to be appropriately in line with the adopted quantitative research design. It was, also, one that enhanced the effective data collection and analysis within the limited timelines of the study. Therefore, the study adopted the recommended paradigmatic environment of positivism (Bryman, 2004; Silverman, 2013). Broadly, the study took a positivist worldview. Indeed, Silverman (2013) acknowledged that positivism is the default philosophical model used for quantitative studies.

This study settled on undertaking a quantitative research. It is generally observed that the uniqueness of quantitative research lies upon its predominant generation and reliance on numerical data (Bryman, 2004; Creswell & Creswell, 2018; Kothari, 2004; Saunders et al., 2016). According to Kothari, such data so collected should be presented in a manner that can be "subjected to rigorous quantitative analysis in a formal and rigid fashion" (p. 5). For the data to be effective in testing the hypotheses or the theories, Bryman pointed out that the generated data must be quantifiable and should be drawn out of an adequately large sample that is representative of the wider population. Therefore, in order to attain generalizable conclusions regarding the study population, the generated data was processed through the appropriate inferential statistics methods.

The purpose of this approach was to generate quantitative data that could be used to test the objective theory which examine the topical relationship of the study variables (Creswell & Creswell, 2018; Kothari, 2004). Creswell and Creswell (2018) confirmed that in quantitative research, theories offer the anticipated explanation regarding the relationship within the variables that are being tested in the investigation. Of the three sub-classifications of research approaches (that is: experimental, inferential and simulation) that Kothari identified, this study approached its research mainly through the inferential perspective. This implies that, by studying a sample of that population through observations or by questioning to identify the sample characteristics, it can be deduced that the population would have the same characteristics. Leavy (2017) affirmed that quantitative research was characterized by deductive tactics towards the research process

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whose focus was to disprove or offer credibility to existing theories.

Target Population and Research Sample

The target population was composed of all the registered firms that were in good standing within their respective boards of registration. In this case, the target population was all the 515 registered firms. For architects and quantity surveyors, such a list was available through the Board of Registration of Architects and Quantity Surveyors (BORAQS) (https://boraqs.or.ke/members/). At the time, the website recorded a total of 215 registered architectural firms. In addition, there were 150 registered quantity surveying firms in total. For the population that defined the two categories of engineers (civil/ structural and mechanical/ electrical), the updated membership was retrieved from the Engineers Board of Kenya (EBK) (https://ebk.or.ke/registered-consulting-firms-2/) which, at the time, enlisted registered engineers and engineering firms. Cumulatively, the website had 150 entries for the registered consulting firms.

The research sample was determined through a two-stage sampling procedure. First, the corporate unit of analysis was selected out of the population through a probability method in the manner of proportionate stratified random sampling approach. The choice of stratification was made on the basis that the targeted population was not homogeneous, due to the professional specialisation of the registered firms. The second stage involved a non-probability method to select the specific respondents from the corporate unit by a systematic purposive sampling method. Ultimately, the resulting sample was made of 309 young professionals of maximum age of 41 years.

Data Collection Method and Procedures

The procedure for collecting data involved the filling out of a self-administered structured questionnaire. The distinguishing feature for the questions in the questionnaire reflected the recommended conventions that proposed the usage of closed-ended questions for quantitative surveys (Creswell & Creswell, 2018; Saunders et al., 2016). Creswell and Creswell (2018) endorsed that the framing of the quantitative research questionnaire be primarily in terms of using numbers.

The mode that was used to collect data was determined through various means. The specific approach depended upon the circumstances or environment under which each specific identified respondent found themselves in. Some of the circumstances were related to the geographical location that may have limited the use of specific data collection modes. Personal preferences may have been another limitation during the choice of an effective mode. Other factors such as personal health, the "Covid-19" pandemic outbreak, and personal privacy, could have played a defining role in determining the specific choice.

RESULTS AND DISCUSSION

Response Rate

From the targeted sample of 309 young professionals in the building industry, slightly over 61% of them responded (shown in table 1)

Table 1: The Response Rate

Target Respondents	Responded	Response Rate
309	189	61.162%

Source: Research Data (2022)

Summary Discussion on the Demographic Characteristics of Respondents

Among the data that the study sought to identify were the personal demographic characteristics of the various respondents. Eleven characteristics were enlisted for determination. These are: the age, gender, marital status, highest level of education, years worked in the current

position, years worked in the current organization, number of other organizations worked before, if considering to join another organization in the next two years, current designation, years their organization had operated in Kenya, and reason for moving from the previous organization. According to Sekaran and Bougie (2016), it is advisable that research surveys determine such demographic data even when they may not be necessary for the theoretical framework or even when not included among the study variables. Sekaran and Bougie explained that the demographic information so gathered is useful in describing the various contextual characteristics of the sample at the time of writing the research report.

The eleven personal demographic characteristics of respondents of this study are hereby summed up and discussed. To begin with, a selection of the demographic characteristics of respondents reveals an industry dominated by relatively young organizations. In terms of age versus their current designation, a majority of the respondents 103 (57.20%) were aged between 27-36 years. The few respondents (6) whose designation was "Manager / Director" were aged between 37-41 years old. In addition, a substantial number of respondents 59 (31.2%) did not respond to this question. A possible explanation could be that most of these may not have been conversant with the history of their organizations. This may be due to the fact that a majority of respondents had hardly worked for 4 years in the current organization. Further, the results reveal that a majority (54.6%) of the registered organizations in the building industry had operated in Kenya for 20 years and below. These organizations could constitute either the young organizations who were established in the last 20 years, or the international firms that established Kenyan branches. For whatever reasons, these young organizations would have a valid reason to develop their professionals to take up leadership roles.

In line with the target population of this study, the highest age limit was capped at 41 years. Further, a substantial majority of respondents (83.5%) had at least a degree level of education, and among them (10.4%) are those that had obtained a postgraduate degree level of education. It confirms that these organizations are run by a high level of professionals who are highly skilled academically. Registration requirements for such organizations by their regulatory bodies demand that they be managed by professionals who are qualified for registration by the regulatory bodies. Since they already had obtained the required hard skills of their careers, the additional soft skill of leadership training is a relevant and necessary tool of enhancing their organizational performance.

It is also necessary to note that a substantial majority (83.4%) had worked for a maximum of 2 other organizations before their current organization. In particular, more than a third of these (58 out of 156) had not worked in any other organization before. The most common reason that made them move from previous organizations was due to being laid off. It was followed by that of salary reasons. The highest frequency recorded for both reasons, when ranked in terms of the number of other organizations that the respondents had worked in before, is for those that had worked in 1 or 2 other organizations before. In addition, the current designation for most of the respondents fell within the category of "staff or professional or other." In terms of leadership responsibility hierarchy, this was the lowest designation. Only a small percentage (1.6% of respondent) occupied the senior-most positions of executives or senior leaders. The highlighted demographic characteristics portrays the building industry in Kenya as one that has great potential to develop their young professionals for leadership roles.

It should be observed that the bulk of respondents in this study were aged 36 years and below. Results for the study were therefore informed by this age bracket. The other demographic characteristic necessary of consideration is the fact that a controlling majority

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of the respondents had already graduated with at least one degree level of education. Similarly, a majority of respondents had worked for not more than 2 other organizations before their current organization. In addition, most of the respondents worked in the low-level designation that had no specific leadership responsibility. It is also necessary to note that a majority of the organizations represented in this survey had operated in Kenya for just 20 years and below. This shows that the building industry in Kenya is controlled by a relatively young set of organizations.

Descriptive Analysis for Leadership Training

In this study, leadership training was incorporated as an independent variable. In this regard, leadership training is considered to be that component of learning and development that is involved with the systematic application of formal processes to impart leadership knowledge and help people to acquire the leadership skills necessary for them to perform their jobs satisfactorily (Armstrong & Taylor, 2014). Table 2 provides the descriptive statistics.

As shown in table 2, the results give an aggregated response mean of 3.69 for the construct and an aggregated standard deviation of 0.603. This means that the larger proportion of respondents agreed that leadership training of young professionals was practised within the building industry in Kenya. Moreover, from table 2, the results indicate that the highest mean was reported for the statement, "Supervisors assign us management tasks that teach us new capabilities" posting a mean of 4.29 with a standard deviation of 0.702. The second highest rated statement was, "In my organization, we have on-the-job learning to guide us handle the diverse situations of projects" that had a mean score of 3.86 and a standard deviation of 0.842. This was followed by the statement, "Our firm has prepared us on how to guide Clients" which posted a mean of 3.82 and a standard deviation of 0.913.

Table 2: Descriptive Analysis for Leadership Training

	SD Freq. %	D Freq. %	N Freq. %	A Freq. %	SA Freq. %	Mean	SD
In my organization, we have on-the-job learning to guide us handle the diverse situations of projects	3 1.7%	8 4.4%	36 19.9%	98 54.1%	36 19.9%	3.86	0.842
Supervisors assign us management tasks that teach us new capabilities	0 0%	2 1.1%	20 10.9%	84 44.9%	77 42.1%	4.29	0.702
Our professional training at college incorporated a unit on leadership	19 10.1%	36 19.0%	49 25.9%	50 26.5%	35 18.5%	3.24	1.244
Young professionals are assisted to learn relevant leadership skills	2 1.1%	11 6.0%	54 29.7%	78 42.9%	37 20.3%	3.75	0.885
Our firm has prepared us on how to guide Clients	2 1.1%	13 7.3%	42 23.5%	179 44.7%	10 23.5%	3.82	0.913
We have in-house trainings to equip us on leadership skills	12 6.6%	30 16.5%	66 36.3%	51 28.0%	23 12.6%	3.24	1.079
Aggregate: Mean/Standard deviation						3.69	0.603

Source: Research Data (2022)

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Although having different standard deviations, two statements scored the lowest mean at 3.24. The statements are: "Our professional training at college incorporated a unit on leadership" with a standard deviation of 1.244; and "We have in-house trainings to equip us on leadership skills" having a standard deviation of 1.079.

Descriptive Analysis for Organizational Performance

The other variable that was under investigation by this study is that of organizational performance of the building industry in Kenya. In the study, organizational performance is seen as that achievement, in terms of effectiveness and efficiency, of an organization measured on the basis of how it has accomplished its goals and objectives by using the least possible resources (Hughes & Byrd, 2015).

The instrument for this study had 15 statements that were structured to measure organizational performance. These statements were formulated and evenly distributed to define the three aspects which the study had identified to be indicators for measuring organizational performance. The three aspects are: the time efficiency of building, the cost efficiency of building, and the effectiveness of building administration. Consequently, the resulting descriptive statistics for this variable of the study (organizational performance) are displayed on table 3. As shown on table 3, organizational performance posted an aggregated response mean of 3.71 and a standard deviation of 0.369. This statistics mean that a greater section of respondents agreed that improved organizational performance was experienced in the building industry in Kenya. Moreover, from this table, the results show that the highest mean was reported for the statement, "The management of every project is administered by laid down procedure" recording a mean of 4.19 and a standard deviation of 0.679. The second highest scored statement was, "Time spent to complete similar projects is progressively reducing" with a mean of 4.12. Only two other statements had their means above 4.00. These are: "Transmission of instructions to contractors is strictly procedural" with a mean of 4.05; and "Amendments by clients are common throughout the building process" having a mean score of 4.02.

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Table 2: Descriptive Analysis for Organizational Performance

	SD Freq. %	D Freq. %	N Freq. %	A Freq. %	SA Freq. %	Mean	SD
Coordination with other stakeholders has been improving consistently	0 0.0%	4 2.2%	50 27.6%	87 48.1%	40 22.1%	3.90	0.761
The management of every project is administered by laid down procedure	0 0.0%	2 1.1%	22 12.0%	99 53.8%	61 33.2%	4.19	0.679
Transmission of instructions to contractors is strictly procedural	0 0.0%	7 3.8%	36 19.4%	83 44.6%	60 32.3%	4.05	0.817
Projects have clear files identifying the persons involved and project status	2 1.2%	11 6.4%	30 17.4%	72 41.9%	57 33.1%	3.99	0.933
Clients receive regular progress updates regarding their projects	0 0.0%	5 2.8%	48 26.7%	70 38.9%	57 31.7%	3.99	0.836
We have delivered most of our projects ahead of schedule	3 1.7%	20 11.2%	74 41.3%	60 33.5%	22 12.3%	3.44	0.906
Time spent to complete similar projects is progressively reducing	1 0.5%	15 8.0%	24 12.8%	68 36.4%	79 42.2%	4.12	0.954
There are hardly any delays of information transmission to stakeholders	25 13.4%	38 20.3%	63 33.7%	48 25.7%	13 7.0%	2.93	1.129
We always meet our deadlines	9 4.8%	18 9.5%	55 29.1%	66 34.9%	41 21.7%	3.59	1.076
On several projects we have progressively achieved substantial cost savings	2 1.1%	5 2.9%	68 38.9%	64 36.6%	36 20.6%	3.73	0.860
Comparative completion costs for projects have progressively reduced	6 3.3%	25 13.8%	55 30.4%	57 31.5%	38 21.0%	3.53	1.073
Cost of producing our professional documents is gradually decreasing	12 6.4%	28 14.9%	47 25.0%	46 24.5%	55 29.3%	3.55	1.233
Amendments by Clients are common throughout the building process	1 0.5%	8 4.4%	32 17.6%	86 47.3%	55 30.2%	4.02	0.841
Most Clients are not sure of what building type and size they need	14 7.6%	38 20.7%	77 41.8%	40 21.7%	15 8.2%	3.02	1.029
Fluctuations of contract sums for projects have been minimized gradually	3 1.8%	7 4.1%	74 43.5%	59 34.7%	27 15.9%	3.59	0.867
Aggregate: Mean/Standard deviation						3.71	0.369

Source: Research Data (2022)

In addition, the statement that scored the lowest, that of 2.93, is: "There are hardly any delays of information transmission to stakeholders" with a standard deviation of 1.129. This means that there were witnessed very few occasional delays of information transmission to stakeholders among organizations within the building industry in Kenya. The second lowest scored statement is "Most Clients are not sure of what building type and size they need" at a mean of 3.02.

Testing the Hypothesis

The null hypothesis (H01) for the study was: Leadership training of young professionals in the building industry in Kenya has no significant impact on the organizational performance. In order to test the hypothesis, simple regression analysis was applied. Generally, the interpretations of the test results were done by using the adjusted R square as well as the *p*-values at $p < 0.05$. The statistics, of the regression model for leadership training on organizational performance, are represented by the following three tables (table 4 and table 6). The

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hypothesis sought to determine the direct relationship between the leadership training variable and the organizational performance variable.

Table 3: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.560[a]	.314	.310	.30609
a. Predictors: (Constant), Leadership Training				
Source: Research Data (2022)				

The results in table 4 reveal how the regression model equation fits into the data that were collected. It is observed that the coefficient of correlation (R) was 0.560. The adjusted R square value of 0.310 shows the percentage of variations within the dependent variable (organizational performance) that is explained by the independent variable (leadership training) (Cooper & Schindler, 2014). This value indicates that 31% of the variations in organizational performance (the dependent variable) was explained by leadership training. The remaining 69% of variations in organizational performance was due to other variables that are not covered by this study.

Table 4: The ANOVA

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.017	1	8.017	85.569	<.001[b]
	Residual	17.521	187	.094		
	Total	25.538	188			
a. Dependent Variable: Organizational Performance						
b. Predictors: (Constant), Leadership Training						
Source: Research Data (2022)						

Table 5 shows the analysis of variance (ANOVA) statistics that provide an examination of extent for the significance mean difference among the variable groups. From this table, the results show that the *p*-value is <0.001 which less than the 0.05 limit of this study. Therefore, the model is accepted. These results mean that leadership training was found to be significant in predicting organizational performance within the building industry in Kenya. The overall regression model was found to be adequate and an acceptable predictor of the organizational performance.

Table 5: The Regression Coefficients

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.443	.138		17.647	<.001
	Leadership Training	.342	.037	.560	9.250	<.001
a. Dependent Variable: Organizational Performance						
Source: Research Data (2022)						

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From the study coefficients shown in table 6, several predictions can be developed regarding the direct relationship between the dependent variable (organizational performance) and the independent variable (leadership training). By having the regression coefficient intercept at 2.443 it means that if all other factors relating to the predictors of the independent variable are kept constant at zero, then the organizational performance is 2.443.

Moreover, the regression equation result reveals that there will be a 0.560 change in organizational performance when there is a unit change in the leadership training, when all other factors are held constant. These predictions regarding how leadership training relate with organizational performance are only applicable in the case of leadership development of young professionals in the building industry in Kenya. Within this context leadership training was found to have a significant impact in predicting the organizational performance. The t-statistics, as highlighted on table 6 were higher than the critical t-value implying that they were significant in predicting organizational performance (Sekaran & Bougie, 2016).

The objective of this study was to assess the extent to which leadership training of young professionals in the building industry in Kenya would enhance the organizational performance. The corresponding null hypothesis of the study (H01) was that leadership training of young professionals in the building industry in Kenya has no significant impact on the organizational performance.

The simple linear regression results for the direct relationships in this model are presented on table 6. From these results, the standardized beta coefficient (β) for leadership training was 0.560. This implies that, when all the other factors are held constant, a unit increase in leadership training would lead to an increase in organizational performance by 0.560 units. In addition, the results revealed a *p*-value of <0.001 for the leadership training. This means that the change was significant, and therefore the null hypothesis was rejected because the *p*-value was lower than 0.05. This study was undertaken at the 95% confidence level. It implies that leadership training of young professionals in the building industry in Kenya has a positive statistically significant impact on the organizational performance.

Indeed, this conclusion on the hypothesis is explained by the highlighted demographic characteristics of respondents, descriptive statistics of the leadership training variable, the underpinning social learning theory as well as previous researches.

CONCLUSIONS AND RECOMMENDATIONS

To consolidate this research, the study arrived at the following four main conclusions. Firstly, the study concluded that registered architectural, quantity surveying and engineering firms in Kenya were actively involved, to a moderate extent, in leadership training of their young professionals. Secondly, the study concluded that leadership training of young professionals in the building industry in Kenya was found to have a positive statistical significant impact on the organizational performance.

Thirdly, it was established that registered firms within the building industry in Kenya are predominantly young organizations with a majority of them having operated in the country for 20 years and below. This brings to the fore the dire need for innovative leadership training among them that would steer these organizations into impactful institutions which would ultimately enhance organizational performance of the building industry in Kenya.

By assessing the conclusions and other findings of this research, the study makes several recommendations as well as provides some policy implications. First, it was noted that in spite of the moderate extent to which leadership training was deployed within the building industry, it had a significant positive impact on organizational

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performance. This study, therefore, recommends that organizations in the building industry in Kenya should aim at strategically deploying these leadership training methods for their young professionals to a greater extent in order to adequately exploit the potential in these programs so as to improve organizational performance. The findings of this study may be tested and applied among other related organizations within Kenya. These findings can, as well, form the basis of establishing the global best-practices for leadership training within the building industry.

Secondly, the study found out that the respondents hardly agreed that their professional training at college had incorporated a unit on leadership due to the almost neutral average mean score of 3.24. Despite leadership training being a soft skill, this study recommends to the universities who train professionals of the building industry to intentionally adopt the inclusion of appropriate leadership models within their curriculum. This has the potential of improving the career performance of the graduating professionals of this industry.

Lastly, the conclusions of this study have provided substantial guidelines that could be used, by the different institutions in Kenya who are associated with the building, to develop policy frameworks on effective leadership training of young professionals. These bodies include the national government, the county governments, professional bodies, private professional firms and government agencies such as the NEMA and the NCA. The various recommendations presented in this study may generate the crucial intervention mechanisms that would turn around the performance of this industry for the overall good of the Kenyan nation.

Areas for Further Research

This study proposed the following areas for further research. Firstly, the current study had adopted a cross-sectional design strategy. In order to reinforce the findings of this study, a longitudinal survey of the same study could bring in additional benefits.

Secondly, a similar study done within circumstances different from the prevailing global covid-19 pandemic may be done to validate these findings. In addition, it may be necessary that at that time a mixed method research design be adopted for the sake of explaining the various phenomena witnessed in the quantitative data collected stage. The qualitative research component could as well be expanded to provide such answers. Incorporation of a detailed relevant case study may be a useful approach in this.

Thirdly, this study involved only three categories of professionals that are involved in the building industry that is, the architects, the quantity surveyors, and the engineers. Under similar variables, future research could assess the other categories related to the industry, such as the physical planners, the environmental assessment experts, the interior designers, the landscape architects, the construction managers, and the project managers.

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