# Impact of Workplace Bullying on Project Success:
# The Mediating Role of Workplace Deviant Behavior and Moderating Role of Locus of Control

by

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*Dedicated to my mother -the first person in my life- and to my brother who supported me and taught me that how the hard work and dedication to the goal was the only way to make it.*

# CERTIFICATE OF APPROVAL

# Impact of Workplace Bullying on Project Success Mediating Role of Deviant Workplace Behavior and Moderating Role of LOC

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# *Abstract*

Current study aimed to investigate the relationship between workplace bullying and project success, through the mechanism of deviant workplace behavior, along with finding out the moderating impact of locus of control on relationship between workplace bullying and deviant workplace behavior. The research uses social exchange theory to support the framework proposed. Convenient sampling technique was used to draw the sample from population of project based organization. Data were collected from 267 employees working in project based organization across Rawalpindi and Islamabad region. The data were analysed using Regression analysis through SPSS. The findings suggested that Workplace bullying negatively affects project success and deviant workplace behavior partially mediates the relationship between the two. Furthermore, the results indicated that locus of control weakens the relationship between workplace bullying and deviant workplace behavior. The thesis concludes by discussing the results, providing future directions and limitation.

**Keywords: Workplace Bullying, Project Success, Deviant Workplace Behavior, Locus of Control**

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# Abbreviations

**DWB**   Deviance Worklace Behavior

**LOC**   Locus of Control

**PS**   Project Success

**SET**   Social Exchange Theory

**WB**   Workplace Bullying

# Chapter 1

# Introduction

## 1.1  Background of the Study

Bullying at workplace is a hot topic discussed frequently throughout the developed world. Many organizations have formulated the policies to stop bullying (Salin, 2008). A study has been published by Workplace Bullying Institute in 2010. The study originated that it is not a rare phenomenon but is very common in organizations. It suggests that one third of employees are either directly victimized or witness of workplace bullying (Zogby International, 2010). Another researcher advocates 10-15% of labor working in European organizations are exposed to workplace bullying (Lin & Hsiao, 2014). Empirical study shows that in Pakistan 50% of the workforce experiences bullying at workplace (Naseer et al., 2018). On basis of its commonality, its impact is considered at the worldwide level (Branch et al., 2013).

Workplace bullying is defined as continuing negative effects on one or more persons, which creates power inequality in workplace environment (Carter et al., 2013). Workplace bullying is about demonstrating negative behaviors, which are persistently directed towards the victim, which create a situation for them in which they cannot defend themselves (Owolabi, 2013). Workplace bullying emerges feelings of insecurity in employees and is harmful for target and witness both and to the organization at large (Hogh, Hoel, & Carneiro, 2011).

From last three decades, several researchers have taken workplace bullying as their research subject to develop a better understanding of the issue (Wheeler et al., 2010). Empirical studies have also been conducted to explore how workplace bullying is institutionalized (Liefooghe, Andreas & Mackenzie Davey, Kate, 2010).

Workplace bullying has detrimental consequences and outcomes on employees well-being such as health, anxiety, depression (Creasy & Carnes, 2017), negative emotions (Detert & Edmondson, 2011), and overt anger (Mannix-McNamara, Fitzpatrick, MacCurtain, & OBrien, 2018). The person who suffers bullying at workplace reported high level of burnout as well as emotional exhaustion (Wu & Hu, 2009). Moreover, demotivation, intention to leave, absenteeism, and project misreporting are also major outcomes of workplace bullying (Rhee, Dedahanov, & Lee, 2014) Additionally, some other consequences are organizational unfairness (Guay et al., 2016), poor organizational support (Hoel, Lewis, & Einarsdttir, 2014), and lack of commitment in organization (Chou & Chang, 2017). which ultimately reduces project success.

Victim also suffers from disturbance (Coyne et al., 2000, 2003; Glaso et al., 2007), job dissatisfaction (Kiewitz, Restubog, Shoss, Garcia, & Tang, 2016) and Job insecurity (Glambek, Matthiesen, Hetland, & Einarsen, 2014). It also causes emotional distress (Lakey, Tardiff & Drew, 1994). and in many cases, victim of workplace bullying considers leaving the job (Hauge et al., 2010; Rai & Agarwal, 2017) or forced out of the work environment following health impairment (Berthelsen, Skogstad, Lau, & Einarsen, 2011; Glambek, Skogstad, & Einarsen, 2015). Bullying behaviors are detrimental for subordinate, colleagues and coworkers (Hershcovis, Reich, & Niven, 2013), These behaviors cause deviant work behavior at workplace which hinders project success.

Success of the project in organization is affected by many factors such as, short-term and long-term business benefits and customer satisfaction (Savolainen et al., 2012). Mikkelsen & Einarsen, (2002). identified some important factors of project success including project managers capability, task programming, supervision and constant job engagement during execution of project. Human resources or capital is the key factor for the success of any project (Judge & Bono, 2001). It has

been established that bullying affects the workforce negatively, hence they will not take part in innovation and idea generation, and ultimately project will not be successfully implemented (Coyne et al., 2000, 2003; Glaso et al., 2007). For the success of project, employees need to be motivated and to be satisfied from their job. Supervisors can generate a working environment in organization that prevents bullying at workplace (Laschinger, Wong, & Grau, 2012).

Project success has been elucidated as a positive feeling among employees about their work (Wefald et al., 2011). If employee will be satisfied with work, He/ She will concentrate on his/her work and will take part in productive activities in organization to make project very successful. On the other hand, when they are a victim of bullying they will be depressed and become patient of anxiety (Nielsen & Einarsen, 2012; Salin, 2013). As concluded by Judge and Bono (2001) victim of workplace bullying may consider leaving his work and if he quits work during the project life, it will cause failure to the project. Success of the project can be evaluated by efficiency, effectiveness and goal achievement (Lai et al., 2017).

Workplace bullying also creates deviant behavior at workplace (Bartlett & Bartlett, 2011). Deviant behaviors do not comply with organizational ethical standards, which are very harmful for organizations (Kuo et al., 2014). These include violation of rules and regulations of the organizations (Waseem, 2012). Such behaviors can affect individuals working within an organization and mere members of wider society in many ways (Silva et al., 2017). When individuals do not follow the organizational rules, there is a possibility that organizational success is compromised. Workplace bullying adversely affects projects members and other successful aspects of a project (Kiewitz, Restubog, Shoss, Garcia, & Tang, 2009). Bullies are not easily identifiable and bullying has adverse effects on budget of the project and performance of the team as well as the project. Therefore, the organization faces challenges in conducting and running projects (Dreyer & Gronhaug, 2004). Bullying also causes frustration among workers affected by it (Baillien et al., 2009).

The concept experiential control has been broadly studied, as it is found that control of belief is related with the number of behavioral and psychological outcomes (to include affective, cognitive and actions) and based on individual skill, people

have the various dispositional trend to believe that they are controller over situation. This fact expresses that some people are unable to observe the link between their outcomes and actions (external), whereas others have the eternal belief that consequences drive their actions, (Ng, Sorensen, & Eby, 2006). Lam and Mizerski (2005) identified that Locus of control (LOC) is an individuals perception system concerning the reasons for his or her involvement and the factors to which that individual attributes success or failure. Specifically, locus of control is about belief of an it individual on himself (Connolly, 1980). He believes that outcomes of projects are solely based on inner problems i.e. individual exertion and skill in comparison of exterior problems such as fate chance or influential others (Harris etal., 2009; Miller, 2014). People with internal LOC believe that the benefit they derive depends upon their own behavior, capacities, or attributes and they believe that there is a positive relation between their activities and implications (Chen & Silverthorne, 2008). The employee who has high internal LOC, perceives his/her work environment more supportive than the externals (Owolabi, 2013). They also believe that they can direct their lives in any direction of their desire (Gulveren, 2008).

Some studies have posited that LOC and their outcomes effect on employees performance towards job satisfaction, organizational commitment (Martin et al., 2005) There is an interaction between LOC and outcomes, i.e. personnel stress due to their job (Rahim, 1996), employees performance towards job satisfaction (Judge et al., 2003). Thus, negative reactions of an individual such as personal stress, dissatisfaction and poor performance may depend on his/her LOC (Martin et al., 2005). Scholars perceive that persons LOC plays significant role in job satisfaction, (Judge & Bono, 2001).

Locus of control has a strong faith which is regardless by any benefit set by the Organization because of the employees self-belief (Konovsky & Pugh, 1994). Locus of control (LOC) as a moderator relates to workers behaviors which are not described in the job description (Jha & Nair, 2008). This is employees hidden skill which supports him and the overall project success beyond assigned duties (Konovsky & Pugh, 1994; Shore & Wayne, 1993). Moreover, Locus of control is such behaviors

which helps the employee to cope with the stressors in the environment (Klotz & Neubaum 2016). For this purpose, it is important to analyze the mediating factors that strongly contribute towards low project success. In Pakistan, no such valuable outcome with such combination of constructs has been documented to scrutinize the issue of workplace bullying and project success problems under sheer light of beliefs that is considered an important fact that affects the development of any organization.

## 1.2  Gap Analysis

For past many decades, researchers have done too much work on finding out the consequences of workplace bullying (Xu, Magnusson Hanson, Lange, Starkopf, Westerlund, Madsen, & Hansen, 2018; Nielsen, Pallesen, Harris, & Einarsen, 2018). Many researches and practitioners have done empirical studies to highlight the negative effect of bullying on persons comfort and the project success (Mubarak, & Mumtaz, 2018). There is no specific study that may have highlighted negative outcomes of workplace bullying on success of project.

Bullying at workplace articulates the negative action endured at workplace repeatedly directed towards the target and target becomes helpless to defend himself against bullying (Einarsen, Hoel, Zapf, & Cooper, 2011) and continuous harassment has also been found to create reciprocal behavior and workplace deviant behaviors (Kluemper et al., 2018). Studies also found workplace bullying is negatively related to the employee self-efficacy, leading to emotional exhaustion while leaving workplace (Tuckey & Neall, 2014). This current study proposed that WB has opposing effect on personal confidence, due to which he has high intention to not to lead the project towards success. Literature also supports that workplace bullying detaches the employee from work related activities (Rodrguez-Muoz, Antino, & Sanz-Vergel, 2017), rather he has high intention to exchange negative reaction towards the project, project fails.

Workplace deviant behaviors include aggressive behaviors that disturb organizational norms and compromise the comfort of its members (Robinson & Bennett,

1995) and very few studies exist of mediation and moderation defining the relationship between workplace bullying and project success (Rai & Agarwal, 2017).Ben Farr-Wharton et al. (2017) has studied the relationship between bullying and work performance. Mats Glambek, Anders Skogstad & Stle Einarsen (2018) studied that how LOC weaken the relationship between workplace bullying and deviant workplace behavior. Denise S alin & Guy Notelaers (2017) studied how workplace bullying can create intention to leave the job in workforce and can increase employees turnover, but there is still gap in workplace bullying literature and its effects on project success. A recent study suggests that due to high prevalence, workplace bullying should be studied in much detail. (Creasy & Cranes 2017). Therefore, pertaining to the existing literature on workplace bullying the current study aims to empirically test how workplace bullying effects project success through the mechanism of DWB, and how LOC moderates this relationship.

## 1.3 Problem Statement

From the past few years, organizations have been facing serious problems regarding workplace bullying and are investing huge amount of revenue to establish several styles of management to control this loss in the form of potential human resource and financial down tracks. With the aim to reduce formalization and centralization, organizations are strongly working to establish strong relationships between supervisors and subordinate, peers, because their mutual efforts will benefit organization to achieve their desired objectives.

Workplace bullying needs to be examined in different ways with systematic and sustained procedures to find out its root cause while organizations are keenly dedicated to find out ways through which employee protection in terms of both emotional and physical terms can be guaranteed. Past literature has not studied how workplace bullying can negatively affect a project success. This model will help organizations to account for several reasons that are responsible for the negative behaviors as well as indicators that are harmful for organization and project success.

## 1.4   Research Questions

The present study intends to find answers for these questions:

**Research Question 1**

What is the relationship between workplace bullying and project success?

**Research Question 2**

Does deviant workplace behavior mediate the relationship between workplace bullying and project success?

**Research Question 3**

Does locus of control moderate the relationship between workplace bullying and deviant workplace behavior?

## 1.5   Research Objectives

Overall objectives of current study are to assess an integrative model to explore the association of project success and workplace bullying through mediator deviant workplace behavior. It will also find that how locus of control affects relationship of workplace bullying and deviant workplace behavior as a moderating variable. This study intends to consider following objectives:

- To investigate the relationship among workplace bullying and project success.

- To find out the relationship of deviant workplace behavior as mediator among workplace bullying and project success.

- To reveal the moderating effect of locus of control on relationship of workplace bullying and deviant workplace behavior.

## 1.6    Significance of the Study

This study aims to investigate an impact of WB on PS and is important for two major considerations. One from research point of view and second is from organizational point of view. The study intends to highlight several important factors regarding the behavior of employees that can help an organization to handle the different situations that can harm the organizational productivity and profitability (Howell & Hall-Merenda, 1999). This research study aims to highlight several important mediating issues like deviant workplace behavior, which is a major contributor towards increased workplace bullying and is responsible for project failure and low confidence. Hence, these consequences welcome several major symptoms like anxiety, anger, and depression, psychological and physical concerns (Hershcovis et al., 2013).

As improper balance of power is a common dilemma that is now examined in almost every organization and is considered as a golden rule to be kept with elite people. This study is important because both employee and employer have to undergo with mutual consensus to avail the opportunities from both existing and new markets. Pakistan is the state where employees face bullying behavior from their supervisors and such behaviors leads to certain deviant behavior on employees part and lead to project failure which serves as a significant factor to investigate valuable outcomes for this research study (Barnett and Lanier, 1995).

## 1.7    Supporting Theory

Researchers have presented different theoretical perspectives to support their studies on workplace bullying, like social learning theory, routine theory (Konovsky, & Pugh, 1994) etc. but in present study, social exchange theory is used to cover the variables of study. Social exchange theory indicates social change and stability as a process of negotiated exchanges between parties. Rotter (1966) states if an individual perceives reinforcement as a chance of his or her behavior then the result is either a negative or a positive reinforcement which weakens or strengthens the

behavior to reappear in the same situation. If he/she notices that reinforcement is occurring outside of his/her control then that is dependent on fate, chance, luck or unpredictable, meaning that whatever happens in the workplace dependents upon managers' behaviors, all have affected the teamwork. Comparison for this theory with this theoretical framework, workplace bullying is a distinctive of environment where employees are preserved unfairly and lopsidedly then in such type of atmosphere deviant workplace behavior of employees tends to be increased. Having such toxic atmosphere where employees have less independence and control over them will not act like a part of organization, their confidence will be reduced, and with such low confidence, employees will encounter several problems that are both mental and physical in nature. They will merely accomplish those tasks that are vital for the job and will not achieve goals and lead to project failure and external LOC will likely strengthen the association between workplace bullying and deviant workplace behavior.

Social exchange theory explains presence of variety of outcomes from relations of people, like trust (Briken, Chillas, Krzywdzinski, & Marks, 2017), organizational citizenship behaviors (Alkan & Turgut, 2015), and observed organizational support (Cappelli & Tavis, 2016). Social exchange theory explains that these outcomes are based on reciprocity (Kim & Glomb, 2014), which means each party has to pay something in reward against the benefit received. Favorably treated individuals are more likely to reciprocate the exchange obligation (Cropanzano, Rupp, Mohler, & Schminke, 2001). It is obvious that when organization demands positive behavior from its employees, they also demand compensations in response. When organization wants to enlarge the job of an employee, it must also increase the reward for him (Bakker & Demerouti, 2007). Science Engineering and Technology (SET) may also provide the insight to understand when individuals choose that their knowledge is share with others (Myers & Sadaghiani, 2010; Huang, Davison, & Gu, 2008). With compliance of current model, we propose exchange of negative behaviors. If employee perceives negative workplace events or perceives negative behaviors, he will definitely reciprocate negative behavior, i.e. deviant work behavior. Resultantly, project success will lead to danger and cause failure.

## 1.8 Key Terms and Definitions

### 1.8.1 Workplace Bullying

Workplace bullying refers to repeated, illogical actions of persons (or a group) directed towards a worker (or a group of personnel), which is supposed to bully and create a threat to the health and protection of the worker. WB is more explained as a repetition whereby individuals are constantly and regularly visible to different adverse behaviors from one individual to another individual called as perpetrators (Einarsen et al., 2003).

### 1.8.2 Project Success

The term project implies too many definitions; it can be defined in several methods but in particular it's far associated with a project plan as how it can be advanced the progress the project plan. This term project also defines the efficacy and effectiveness of work completed and several activities running in corporation. Three elements are required for project success which are scope, cost and time (Atkinson, 1999). Turner (1999) refers project a struggle by employees who find a different way for setting a goal and achieve their target within given time period and cost. The success of project is dependent on three simple measureable factors which include cost, quality and time (iron triangle), these are directly associated with project effectiveness (Bryde, 2005); it has lasting perspective which is directly linked to project performance (Belout, 1998; Judge & Bono, 2001).

### 1.8.3 Workplace Deviant Behavior

Deviant behaviors are the behaviors that do not follow to corporations standard, are undesirable to the corporation and harmful for its procedures, and comprise of intended acts and counterproductive behaviors and attitude that disturb the organizational standards and threaten the contentment of its members (Robinson & Bennett, 1995).

### 1.8.4 Locus of Control

The theory of Locus of control focuses on two primary aspects i.e. Internal and External. The internals believe that they have complete control of their fate and they can decide for themselves by controlling external environment (Malik, Butt, & Choi, 2014). Whereas the externals believe that they cant control everything directly. They can only do so indirectly with limited control. (Rotter, 1966).

# Chapter 2

# Literature Review

## 2.1 Workplace Bullying and Project Success

There is great room for further study in area of workplace bullying that is basically a psychological and behavioral aspect (Morrison, See, & Pan, 2015). Workplace bullying refers to repeated, illogical actions of people (or a group) directed closer to a worker (or a group of employees), that is intended to intimidate and creates a hazard to the health and protection of the employee (Jha & Nair, 2008). WB is further defined as an exercise that is frequently regarded as an abuse or misuse of power (Lee, 2013). Bullying consists of behavior that intimidates, degrades, offends, or humiliates a worker, frequently in the front of others (Jha & Nair, 2008). Bullying behavior creates emotions of defenselessness within the target and undermines an individuals right to dignity at work in contrast to routine pressure at work, (Jugdev & Mller, 2005). Workplace bullying is a different experience and is relational, subsidiary occurrence that does not necessarily have an impact on all the employees, but may be rather directed towards specified victims through rudeness, societal shunning, or oral abuse and violence (Kuhnen & Tymula, 2012). Bullying raises negative states, and if perceived threatening and challenging over a period of time, may result in unwanted attitudes and behaviors (Mikkelsen & Einarsen, 2002).

People often hide their inadequacy in the face of bullying (Ferris, Brown, Lian, & Keeping 2009). Those who are incompetent to hold their jobs solely on their own often find relief by distracting others from their inadequacies (Ojiako et al, 2008). Moreover, they do so by blaming their inadequacies to others and instead of taking responsibility of what they are lacking they find others to blame for it. For example, a good organizer will organize but not a good one would bully. And same is the case with every other profession or field or even a situation. A good professional will always get the job done no matter what the circumstances are and a bad one will find someone else to blame for his own inadequacies (Wiesenfeld, Swann, Brockner & Bartel, 2007).

Workplace bullying has been found as physical and verbal violence which involves direct interaction with perpetrator (Tepper, Moss, & Duffy, 2011), social undermining that includes an unnecessary interfering with other employees and incivility that includes the purpose to victimize others (Hershcovis, 2011). In contrast to the routine interpersonal conflicts at work place, bullying has distinct feature of extended regular attacks of negative verbal, nonphysical and indirect acts in ever increasing manner targeted to one or more individuals, and is perceived as exceptionally aggressive, humiliating, and partial by the target (Mikkelsen & Einarsen, 2002). Perpetrator is also defined as a person that victimizes other employees through his/her abusive behavior and offensive arguments (Zapf & Einarsen, 2011) with unfair treatment, creating distress for victims, and consequently affecting organizational performance (Francoili, Hogh, Costa, & Hansen, 2016).

Workplace bullying and its impact on psychological violence is neglected area of research which has many negative consequences (Briken, Chillas, Krzywdzinski, & Marks, 2017). For the project managers covering and leading increased absenteeism of workers, decreased productivity, decrease the morale of employees may be very hard (Einarsen et al., 2003). Moreover, prices are high due to legal claims, compensations to the effected and execution time are also critically factor to the project failure. (Becher & Visovsky, 2012).

Bullying is a negative behavior at work that increases health and psychological issues and adversely affects employee performance (Sheehan et al., 2018). Bullying

will continue to prevail if organization does not try to hinder it and continuous prevalence makes it difficult for the organization to retain the worker, hence increasing cost for the organization (Becker et al, 2015). Some of its consequences are emotional and psychological pain, which may obstruct employee performance and adversely affect their comfort (Newman et al., 2017). Nielsen and Einarsen, (2018). revealed that WB is negatively linked to job satisfaction. Niedhammer et al. (2009);Vedaa et al. (2016) have conducted an extensive study to prove that workplace bullying acts as a social stressor and it can adversely impact the behavior of the employees. Abusive behavior of supervisors and conflict at job can create job insecurity for the subordinates who are directly working under the supervision of such persons (Glambek, Anders Skogstad, & Stle Einarsen, 2018). Bullying at workplace is a source of worker turnover; as the victim of bullying behavior, employees have high intention to leave the workplace (Glambek, Matthiesen, Hetland, & Einarsen, 2014). Exposure to behaviors commonly considered as bullying can increase psychosomatic health complaints among the victim. (Mikkelsen, & Einarsen, 2002). The causes of people bullying others and their consequences for the ones exposed to the bullying like effort or stress efficacy have been explored (Culbertson, Krome, McHenry, Stetzer, & van Ittersum, 2013). Some studies (Berry et al., 2012; Einarsen et al., 2003; Quine, 2001) have centered on measuring the superiority of workplace bullying. The health care area  more specifically nurses - is a line of business which is usually investigated (Quine, 2001). Furthermore, it has been explored whether workplace bullying decreases work productiveness of personnel, creates stress in work environment, which ultimately leads to project failure (Berry et al., 2012). In businesses, continuous growth along with competitive pressure of market, and fulfilling customers demands are becoming more decisive for project and organization success (Jugdev & Mller,2005). Henceforth, to study the field of project success and elements effecting successful project implementation is an emerging and dominant area which needs research in multiple domains (Carvalho & Rabechini, 2017). The term project implies to too many definitions and can be explained in distinctive views but in particular, it's far related to a project plan as how it is developed and the development of the project

(Creasy & Anantatmula, 2013). Salin, Tenhil, Roberge, & Berdahl, (2014) defined project as activity to meet the development of a unique services or products and as a result activity that might be accepted to accomplish routine activities cannot be considered projects. For example, if your project is less than three months old and has fewer than 20 persons working on it, you may not be operating in what is known as project according to the definition of the term. Many researchers to get why and what to do about this issue. Numerous analysts and specialists ask about the purpose behind project dissatisfaction. Morris & Hough (1987), for instance, anticipated 1,653 and concluded that typical sources of difficulty were unclear objectives, changing sponsor strategy, poor project description, technology problems, simultaneousness, improper contracting technique, unsupportive world of politics, absence of top administration support, financing challenges, insufficient work power, and geophysical conditions. With the continuous development in businesses along with violent influence, and rapidity in product processing and satisfying consumers demands are becoming more critical to the success of the organization (Hoel, Cooper & Faragher, 2001). Hence, to study the success of the project is becoming the main research area in various dominions (Culbertson, Krome, McHenry, Stetzer, & van Ittersum, 2013; Tziner, 2002).

Success has different meanings for different stakeholders and individuals (Ika, 2009). Many factors can influence a project success, including the effect of team members, Team motivation (Kog & Loh, 2012), Effective scheduling (Tabish & Jha, 2012), and Commitment to the project (Doloi et al., 2012). Project success consists of standards, which evaluate project outcomes (Ika, 2009). Success of the project can be evaluated by efficiency, effectiveness and goal achievement (Lai et al., 2017), cost, quality and time (Creasy et al., 2013). Rad & Anantatmula (2010) defined that there are three set of attributes which examine project success. Enterprise perspective focuses on commercial and financial metrics. Clients perspective considers scope & quality of project and customer satisfaction. Lastly, the team perspective focuses its attention on how commodities were created. Keeping in view all three perspectives, project success is different for different stakeholders (Creasy et al., 2013). Bullying affects, the workforce negatively, hence they

will not take part in innovation and idea generation, and ultimately project may not be successfully implemented (Liach & Nordqvist, 2010). For the success of project, employees need to be motivated and satisfied, from their job. Job satisfaction is a positive feeling of employee about his/her job (Wefald et al., 2011). The workforce in Project based organizations needs to be highly motivated for the success and quality of the project, as the nature of the employment is temporary (Dwivedula, Bredillet & Mller, 2016). Project success has been the criterion with different phenomenon which must be mentioned in current research. Few projects standards are subjective by its nature (Omar, Halim, Zainah, Farhadi, Nasir & Kairudin 2011). For example, use of any product or accepting any newly initiated procedure. Additionally, in a project, failure and success must be set after analyzing factors of both objective and subjective criteria(Albo, Nunez, Navarro & Grijalvo,2007). Projects contained various groups which have less chance to reach on uniformed and undivided agreements (Ika, 2009). Project Success framework contains concepts, definition and existing theory for a specific research. When research is founded within the area of project management and the basic purpose of success framework is used to focus on the report of the errors and it should be as per the context of the project (Shenhar, Tishler, Dvir, Lipovetsky, & Lechler, 2002). The basic aim is to use success frameworks that should be directed to address the errors but it should be as per the context of the project (Shenhar, Tishler, Dvir, Lipovetsky, & Lechler, 2002). Project success in organizations dependents upon the attitude or behavior of employees (Robinson and Bennett, 1995). Organizations cant entirely eliminate workplace bullying, as it is inevitable which further hinders Project success (Rockett, Fan, Dwyer, & Foy, 2017). Project managers express the criteria of success by seeking certain outcome of their project i.e. managing stake holders expectations, employee job satisfaction, and creative work environment, team members coordination and relation (Murphy, Baker, & Fisher, 1974; Creasy, & Carnes, 2017).

Accurately, it can be assumed that success of project is indeed an outcome and therefore, it can be considered as a dependent variable (DV). A demotivated and stressed workforce cannot perform well at projects and bullying is a source of

demotivation and stress (Creasy, & Carnes, 2017). It also demoralizes and alienates the victim, who ultimately doesnt take interest in job, leading to failure of project (Mubarak, & Mumtaz, 2018). WB and its negative effects all are mentioned above. Hence, Project with even good leadership or set strategies may fail because of workplace bullying. Therefore, on the basis of above argumentation it was hypothesized that:

**H1: Workplace Bullying has a negative and significant effect on project success**

## 2.2 Deviant Workplace Behavior Mediates the Association of Workplace Bullying and Project Success

Deviant behaviors are the behaviors that do not observe organizational standards and are undesirable to the organization and harmful to its procedures (Whiteside & Barclay, 2013). Workplace deviance includes such performances as theft, detrimental the corporations property, reaching late at work, taking illegal breakdowns, consciously ignoring bosss advices, or in front of public humiliating ones manager (Bennett & Robinson, 2000; Ferris et al., 2009). Because of workplace deviance, employee expresses aggression, involves in theft and dont act in a way to fulfill assigned jobs or performing it in a wrong way (Chirumbolo, 2015). Workplace deviance (individual and organizational), costs too high to the organizations (Shelly, Bennett, & Budden, 2018). Recently different reports show that the cost of workplace deviant annually is billions of dollars in US economy, and increasing the toll (Bowling and Gruys, 2010; Stewart et al., 2009), it is further more adversely related to perceived organizational goals, (Mulki et al., 2006) and job satisfaction, corporate profitability and customer satisfaction (Detert et al., 2007). In recent past, deviant behavior of employees at work has been given high priority in many organizations (Silva et al., 2017)

The reason for the employees to engage in deviant behavior is that they perceive injustice from management or imbalance and they try to achieve some equality or justice (Bordia et al., 2008; Mitchell & Ambrose, 2007). According to a negative norm of reciprocity, engagement of employees in deviant behavior depends upon the perception of unfair treatment (Cropanzano and Rupp, 2008). The person who has low self-control is more likely to be involved in deviant behavior (Thau, Aquino, & Poortvliet, 2007; Thau & Mitchell, 2010). When workplace deviance is spread at organizational level and managers instructions are not followed, chances of failure of business rise (Jones, 2009).

Social exchange theory posits that, if the employee observes unfairness in the organization, he/she will definitely take revenge on the committer, in the form of deviant behavior (Gouldner, 1960). Additionally, it has been argued that when victims of bullying are unable to take revenge, they become frustrated and also involve in bad activities that may damage the organization (Cropanzano & Mitchell, 2005). Likewise, injustice theory also clarifies that once employees notice that they are unfairly treated at workplace as compared to the others employees (Skarlicki & Folger, 1997), they involve in negative attitude and behavior like, anger, stealing, cause to damage to the organization and also taking revenge (Ambrose et al., 2002). Under these domains, list of behaviors has been identified that includes behaviors aimed at organizations like theft, stealing, resentment, absenteeism, sadism, late arrival, and put forth less efforts into work (Dierickx, 2004; Djurkovic, McCormack, & Casimir, 2003). Likewise, at interpersonal level, workplace deviant behaviors include the act of teasing others, deceitful tactics, and acting selfishly (Asad & Khan, 2003).These concepts have gained much attention over a period of recent times (Kidwell & Martin, 2004) and such behaviors constitute a remarkable cost for the organizations (Bennett & Robinson, 2003).

WB is a major source of stress at work, the stress created by bullying is more crucial than all other types of stresses (Einarsen, Hoel, Zapf, & Cooper, 2011). The victim of work stress may engage in non-work activities, which negatively affects employees as well as organizations performance (Jex et al., 2013; Sonnentag and Frese, 2013).

Previous researchers have found that the harmful effects of bullying behaviors are generalized across almost all professions (Bentley et al., 2012; Djurkovic, McCormack, & Casimir, 2008; Spence & Nosko, 2015). Wide research has documented workplace bullying as a critical source of stress, resulting in dangerous and negative mental and physical health outcomes (Attell, Brown, & Treiber, 2017).

Workplace bullying causes number of stress related illnesses, e.g. depression, anger, sleep problems; bullying is also found as a cause of several disorders such as alcohol abuse that grows slowly over period of time (Daniel, 2009). Workplace bullying has considerable cost for organization as it increases the retention and recruitment expenses of the organizations and effects overall stainability and productivity in performance (Malecki et al., 2015).

Individuals who have a propensity for negative workplace act or deviant personalities should be strongly evaluated by their previous role to handover them project management roles or allowing them to engage in project management training (Lin & Hsiao, 2014). As more project managers get certified and enter the field, we can be confident that they have technical skills (the science of project management) will be addressed (Creasy and Anantatmula, 2013). Skill and tool usage/knowledge are primarily considered within cultural review-criteria for project manager trainees or selection. As deviant behavior evaluations are not within these traditional measures, the possibility of poor project manager selection is believable (Zhang, Luo, Liao, & Peng, 2015).

According to the Salancik and Pfeffer (1978); Zhang Luo Liao, & Peng (2015), a person who is working with a team derives informal norms from the team members in his/her direct social context and exposes the same behavior towards organization and coworkers. Therefore, the person who perceives workplace bullying will be more likely to demonstrate deviant behavior (DeCamp, & Newby, 2015).

The contribution in deviant work behavior is directly related to the experience of workplace bullying, higher the experience more will the individuals involve themselves in negative acts (Penney & Spector, 2005). The deviance might be in the form of physical assault, abuse, or harassment. Thus, bullying leads to negative

social interaction and disturbs the over-all workplace environment (Robinson & Bennett, 1995).

Workplace bullying has been a significant threat to the employee and organizational performance (Dwayne, 2013). Personal adverse behavior may enhance the level of absence; reduce group performance and productivity, and consequently bullying results in low productivity and low performance (Hoel et al., 2011).

By raising confidence level in employees, organization can enhance its productivity level, consequently, increasing project performance (Muller & Turner, 2006). Previous researches found deviant work behavior as great element of transpiring demotivation, Low confidence among employees as well as project failure (Ferris, Brown, Lian, & Keeping 2009; Kuhnen & Tymula, 2012). Workplace deviance mediates the relationship between workplace bullying and PS. Deviant behavior is the outcome of workplace bullying (DeCamp & Newby, 2015) and leads to reduced chances of project success (Morrison, See, & Pan, 2015).

Research shows that project managers faced difficulties in handling project because of numerous risk-related involvements such as rejection, characterized by stress among participants due to the analysis and identification of risk (Mubarak, & Mumtaz, 2018). These involvements effect on project performance in such a way that project managers ignored risks that later resulted in a negative effect on the outcome of project (Ika, 2009).

Projects are complex and project managers should focus on managing stakeholder expectations because expectations can directly influence success perceptions (Jugdev & Mller, 2005). The criteria of success may differ from project to project and can be categorized as project performance and progress benefits (Ojiako et al., 2008). Low workplace deviance would lead employees to greater levels of job satisfaction, project performance and project success and high deviance behavior leads to less job satisfaction and project failure (Judge & Bono, 2001). When employees lose their self-worth and confidence, they are less likely to exhibit the positive work behaviors at work (Pinto & Slevin, 1988).

Workplace bullying may lead to negative employee outcomes such as deviant behavior, which will further decrease the chance of project success. Therefore, based

on above developed argumentation it was hypothesized that:

**H2: Deviant workplace behavior mediates the negative relation between Workplace bullying and Project success**

## 2.3 Locus of Control as a Moderator Between Workplace Bullying & Deviant Workplace Behavior

Locus of control, can be defined as individuals perceptions about whether the consequences of their behaviors are within (internal) or beyond (external) their own personal control (Schjoedt & Shaver, 2012). Locus of Control Theory (Rotter 1966), states that different individuals cope threats at workplace with internal and external locus of control correspondingly and adopt different strategies to overcome or mitigate such threats effect (Thomas, Kelly & Lillian, 2006). Literature posits two different kinds of LOC, internal locus of control based upon employee skills, abilities and will power. On other hand, external factors are task demands and the actions of another person (Ajzen,1985). The difference between both is that employee with high internal locus of control will always take charge of project success or failure upon his personal abilities and will power. While employee with high external locus of control always tries to put success or failure upon the task difficulty or luck (Weiner, Frieze, Kukla, Reed, & Rosenbaum, 1971; Weiner & Kukla, 1970).

Earlier researchers have found that locus of control is an important factor for defining the project performance and related with work tasks and other outcomes including employee performance towards job satisfaction (Judge et al., 1997). Locus of control has been found associated with well-being, job related with emotional retorts, behavioral orientation, motivation and the connotation with behavior and attitude is controlled by three cognitive related processes including: a mental exposure of keeping vigorous behavioral regulation, self-appraisal of well-being, and

intrinsic motivation, which are related to coping behaviors and social experiences (Ng et al., 2006). Employee stops the Negative assumption of self-evaluation which increases the probability of gaining the expected outcomes. Positive self-evaluation will provide the motivation to confirm dynamic behavioral control over positive emotional rules and regulations (Ng, Sorensen, & Eby, 2006).

Employees who have high internal LOC perceive their work environment to be supportive, while externals do not believe so (Owolabi, 2013). With high internal locus of control individual believes that environment is under their control, which gives individual the strength and self-confidence to divert the negative effects of negative life events; therefore, employee with internal locus of control will understand and react positively and level of job satisfaction is high, resultantly, job performance increases within employees. Thus, they experience less job related stress (Chen & Silverthorne, 2008). Wang et al., (2010) reported positive relations with a number of project success criteria including job satisfaction.

The literature suggests that individuals with an external LOC may feel helpless and thus unwillingly commit towards an organization when they perceive their work situation to be stressful (Lee, 2013). Tillman, Smith, and Tillman (2010) found that individual who recognizes external sources may strongly impact on his/her personal outcomes and also perceive themselves to be loners (i.e. without social integration within the organization) may feel even more helpless (Kluemper et al., 2018) Consequently, job performance will be hindered which increases the chances of project failure. This interpretation is supported by the known relationship between the external locus of control and need for association (Jha & Nair, 2008). Therefore, the locus of control is hypothesized here as a moderator between workplace bullying and deviant workplace behavior.

Various studies have shown the way how people affect one anothers thoughts, feelings, and behaviours due to dispositional factors (Daniel, 2009). There is a relation that exists between personalities behaviour and work place harassment but the extent to which it affects the relationship between harassment and the victims personality traits remains to be determined (Zapf & Einarsen, 2003). It has been established that employee who faces bullying tends to bear annoying and hostile

behavior of others that makes the victim angry (Matthiesen & Einarsen, 2007). Workplace bullying consequently will depend on how the negative behaviors will be observed and how an individual will attach it internally (to self) or externally (to outer forces), (Wang et al., 2010). With compliance of social exchange theory, there is always interdependence which occurs between both parties (Jha & Nair, 2008). Action of one party leads the response to another party (Cropanzano & Mitchell, 2005). Bullying at workplace creates low self-esteem and employees who are victim, they are socially incompetent (Becher & Visovsky, 2012). Therefore, they perceive negative behaviors which further enforce them to exert negative behavior towards the organization is a form of reciprocity (Salin, 2003). Literature posits that locus of control has gained much importance in research, in overall stress area (e.g. Glass & Carver, 1980; Kobasa, 1982) Studies also found significant association between job stressors and locus of control (e.g. role conflict and role ambiguity) and job stresses (e.g. emotional distress and dissatisfaction from the job) (Spectors, 1986). Individuals with high external locus of control themselves believe that cannot control the happenings of external events, and will find work environment to be extreme frustrating and threatening (Robinson & Skarie, 1986; Payne, 1988). Earlier studies have shown a significant support that LOC is related with job strains and job stressors (e.g. Robinson & Skarie, 1986; Spector, 1982,1988; Hendrix, 1989, Newton & Keenan, 1990). LOC is a belief or perception of individual helps which in controlling the events of life while internal locus of control gives the confidence and strength to the individual to stop the negative effects of such situations (Connolly, 1980).

Researchers also acknowledge that the internal locus of control is a self-belief of employee on his ability and skills (Caliendo, Cobb-Clark, & Uhlendorff, 2015). Internal LOC will affect the relationship between bullying and comparable deviant behaviors, by moderating the adverse responses such that the effects will be rendered weak. Hence, it is found that individuals with a high level of internal locus of control will act confidently, thereby weakening the adverse influences as a consequence of workplace bullying and consequently will act confidently and positively for an organization (Mikkelsen & Einarsen, 2002).

As it is recognized that self-belief is linked with psychological and behavioral outcomes (Ng, Sorensen, & Eby, 2006). Therefore, employees with high internal locus of control have belief in bullying workplace that it is his own ability to overcome the stressor and it is upon his ability and skills to cope with stressful environment i.e. bullying at workplace (Bjorkqvist, Osterman, & Hielt-Bdck, 1994). Hence, they may not show deviant work behavior and chances of project failure may be reduced. Moreover, the people with internal locus of control are less likely to show deviant workplace behavior.

On the other hand, People with high external locus of control never take responsibility of their actions and always blame others for it (Liach & Nordqvist, 2010). They have low self-esteem and look at others for assurance by putting their failures on others (Evers et al., 2000;Gianakos, 2002). As a result, they always feel stressed when they come in contact with exposed bullying behaviors (Sprung and Jex, 2012). This overall term of events not only is a menace to their peers but also detrimental and hazardous for their own health.

Moreover, the people with external locus of control are dependent on external factors and they are less controllers of their behaviors (Malik, Butt, & Choi, 2015). So, they dont respond to the direct interaction of their social relations. Ultimately, project failure chances become higher.

All the factors discussed above can contribute towards the success of the project. Keeping the fact in view that Locus of control has been studied less with the relationship between workplace bullying & deviance behavior. Hence, following hypothesis has been developed; based on the literature reviewed:

**H3: LOC moderates the relationship between Workplace Bullying and Deviant workplace behavior such that, external LOC strengthens the relationship between workplace bullying and deviant behavior, whereas, internal LOC weakens the said relationship**

## 2.4   Research Hypotheses

**H1:** Workplace bullying is negatively related to project success.

**H2:** Deviant workplace behavior mediates the negative relation between workplace bullying and project success.

**H3:** Locus of control moderates the relation between Workplace bullying and deviant workplace behavior such that, external locus of control strengthens the relation between Workplace bullying and deviant workplace behavior, whereas, internal locus of control weakens the said relationship.

## 2.5   Theoretical Model
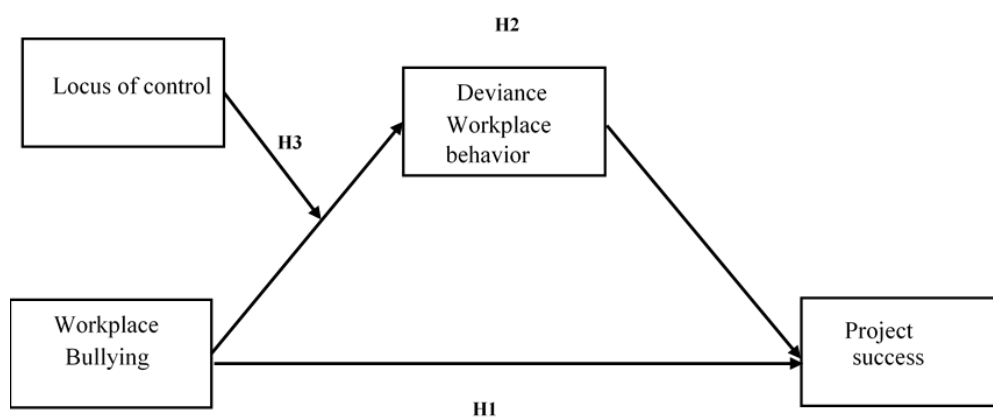


FIGURE 2.1: Research Model of impact of Workplace bullying on Project Success mediating role of Deviance workplace behavior and moderating role of Locus of Control

# Chapter 3

# Research Methodology

This module of thesis explains all the methods and stratagem have been drawn to acquire relationship between proposed variables. This is to prove that procedurally how these variants are affecting each other. This chapter also deals with the research design, explanation and strategy of data collection, population, sample size, and instrument reliability analysis. Resultantly it covers all the data collection means that will be underlined with detail under this section.

## 3.1 Research Design

Under this segment of Research, design guidelines provided to proceed with a proposed investigating infrastructure to managing the research questions and objectives. In current study, quantitative method has been adopted in order to investigate the proposed research questions and objectives with reliability and effectiveness. Data have been collected through questionnaire from project based organizations in Islamabad and Rawalpindi.

## 3.2 Type of Study

This study is used to highlight the impact of workplace bullying on project success. By strategically moving towards achieving goals of study, it is needed to reserve

some basic points in mind (a) Examining the factor structure of workplace bullying scale and (b) To maximize the generalizability of our results across project success. Assuming that sample size chosen in current study has been generalized to the whole population of Pakistan. 450 questionnaires were distributed. However, the tangible result can be acquired only through true data. Therefore, true data were collected in 267 sample size. These 267 questionnaires were fully attempted with concentration by respondents. Therefore, results of current sample size promote statistically the whole population of Pakistan.

## 3.3  Research Philosophy and Quantitative Research

Hypotheses were tested empirically by succeeding the hypothetical deductive research method that is based on the deterministic philosophy. Literature and current theory is used to support hypotheses of current study. Afterwards, these hypotheses have been examined empirically. Quantitative data collection method has been used to gather results and to prove the nature of the relationship between variables. It is valued by researchers to use quantitative method, which is also precisely measurable.

## 3.4  Time Horizon

It has taken a long time for data collection. Data have been collected in cross sectional study. Data were collected in cross sectional study from respondents. Four hundred and fifty questionnaires were distributed. Questionnaires were designed in 5 different sections. Researcher had to conduct cross sectional study due to shortage time. In cross sectional study employees filled the whole questionnaire in one visit. Furthermore, data had been collected in duration of two months from different project based companies in Islamabad and Rawalpindi.

List of Companies

| Name of Companies | Location | Number of Employees |
|---|---|---|
| Hardbone international (pvt) LTD | Islamabad | 46 |
| Galaxy International Engineers and Builders | Islamabad, Rawalpindi | 17 |
| Asian house care (pvt) LTD | Islamabad | 25 |
| Joyn Group | Islamabad | 40 |

## 3.5   Unit of Analysis

Unit of analysis is the most important portion of research. From population group that was chosen for brief study is known as unit of analysis. In research, Unit of analysis can be different Individual, groups or organizations as well as culture at broad level. Under this study, Unit of analysis is employee. The focus in this research is on the workplace bullying and its impact on PS. Therefore, data had been collected from employee working under project teams.

## 3.6   Population and Sample

### 3.6.1   Sampling Technique

Population of current study is based on projects running in organizations of Pakistan. Although it is challenging and demanding to obtain data from all the population members. Therefore, for this purpose sample size is drawn from the population to test the fact. Hence, it becomes easy for the researcher to check whether workplace bullying has any impact on project success or not with mediating role of deviant work behavior and moderating effect of locus of control.

Convenience sampling technique has been adopted in current study. Through convenient sampling technique, it was easy and time saving to collect data randomly from the targeted population.

As the project based organizations are now emerging as source of competitive advantage. In Pakistan, the project based sector is attracting the foreign business tycoons for many reasons and this is the reason that Pakistan is emerging as a country of developing. More than 1000 companies are running their operations in Pakistan as project based companies. Different kinds of projects at large scale are National Highway Authority, Bahria Town, and Defense Housing Authority (Nadir,2010).

For current study, responses were gathered online as well through questionnaire survey. Primarily current research introduced about purpose of research and shortly described it. Respondents were assured to keep their responses confidential. Data were assuredly only used for research purposes. Current study has targeted project based companies in Islamabad and Rawalpindi. 50 teams were being targeted working under project based organizations. 450 questionnaires were distributed to the team members. Response rate was the 300 only. In these 300 questionnaires, 60% questionnaires were usable to run results.

The respondents were approached in project based companies at their workplace through the researcher's contacts; references to fill the questionnaires with introductory note mentioning aims relevance to this study. At distribution time, privacy and confidentiality of data was our basic purpose in order to get unbiased data. Some questionnaires were distributed online through google doc. Data have been collected at once from the whole population. Due to time constraints, it was difficult to conduct a study on time lag. Questionnaires were provided to the respondents. To avoid any ambiguity in case of any difficulty to understand the questions, translation services were provided to the respondents. Hence, unbiased data have been gathered which represented Workplace Bullying and its impact on Project success where the mediation is deviant work behavior and moderation is locus of control.

TABLE 3.1: Frequency by Age

| Age | Frequency | Percent |
| --- | --- | --- |
| 18-25 | 74 | 27.7 |
| 26-33 | 71 | 26.6 |
| 34-41 | 57 | 21.3 |
| 42-49 | 65 | 24.3 |
| 50 and above | 0 | 00.0 |
| **Total** | **267** | **100.0** |

The sample was calculated through formula Necessary sample size (n) = (Z-score) * standard deviation (1-SD) Margin of error Z-score was taken at 90% (1.645) and standard deviation was taken at 0.5, whereas, margin of error was taken at confidential interval +/- 5%.

## 3.7 Sample Characteristics

Under this study, following demographics are examined and controlled. Control variables under this study is employees' gender, age, education and experience. Moreover, cross, cross sectional study demands accurately and order wise data storage. Therefore, there was one section under which demographics were discussed in questionnaire Sample's characteristic has been described in detail.

### 3.7.1 Age

Age is considered as one of the widely used demographic. To make the female staff convenient, age was orderly ranged from younger to older. Thus, no one will feel hesitant or uncomfortable to mark the range format of age.

It has been shown in Table 3.1 that most of the respondents were lie between the ranges of 18 to 25. That means 27.7% of majority respondent lies between ages

18-25. 26.6% respondents were having age ranging 26-33. 24.3% employee has the age ranging 42-49. Only 21.3% employee has age limit of 34-41 respectively.

### 3.7.2 Gender

It is needed to differentiate the data on basis of gender to maintain the data quality. Undoubtedly, Gender is an important module of demographic that cannot be neglected in analyzing the behavioral element of organization. Employee anger, happiness, attitude, locus of control varies on the basis of gender. Current study uncovers this fact that data collected have the ratio of male members more than female. Table 3.2 depicts that male members have the ratio of 60.7% while the females were 39.3%. It was observed that ratio of male members is more than female in project based companies as well.

TABLE 3.2: Frequency by Gender

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 162 | 60.7 |
| Female | 105 | 39.3 |
| **Total** | **267** | **100.0** |

### 3.7.3 Qualification

Respondents level of qualification has been also controlled in this study. Education should be controlled because it is basic element of data collection. Internationally researchers consider the importance of this component. Education level was controlled under current study because employee most often understand the fact of workplace bullying if they are higher in their qualification level. They have broad vision and experience. Therefore, they can better understand and explain if they are facing bullying at workplace.

It has been articulated through result that most of respondents were qualified of current data collection. 25.4%of the respondents had master's degree and 23.5%

TABLE 3.3: Frequency by Education

| Qualification | Frequency | Percent |
|---|---|---|
| Matric | 25 | 10.6 |
| Intermediate | 45 | 16 |
| Bachelors | 63 | 23.5 |
| Masters | 68 | 25.4 |
| MS/ M.Phil | 55 | 20.5 |
| PHD | 9 | 3.3 |
| Post Doc | 2 | 0.7 |
| **Total** | **267** | **100.0** |

were bachelors. 20.5% were MS/M.Phil. degree holders, and 16% ratio is of respondents had the education of intermediate and 10.6% respondents were only matriculation degree holder. Only 3.3% respondents were at PHD level among 267 respondents and only 2 employees were post doc.

### 3.7.4 Experience

Additionally, data of experience have also been collected by employees. This is as important as above defined demographic elements because the experience in that organization and job will better reflect the workplace condition and circumstances. It will also help us to get data regarding locus of control of members in that specific project team.

Above mentioned table reveals the fact that most of the respondents who have experience are ranging from 1-5 years. In Pakistan, project based companies have recently started their working mostly hire fresh graduated people. So, the data explained picture of collected data. It is also expressed through this data that fresh employees most often experience workplace bullying than that of old. 31.1%

TABLE 3.4: Frequency by Experience

| Experience | Frequency | Percent |
|---|---|---|
| >1 years | 26 | 9.7 |
| 1-5 years | 93 | 34.8 |
| 6-19 years | 83 | 31.1 |
| <10 years | 65 | 24.3 |
| 23-28 | 0 | 00.0 |
| 29 and above | 0 | 00.0 |
| **Total** | **267** | **100.0** |

employees are having the experience of 6-19 years. Moreover, 24.3% of the sample size have shown their experience more than 10 years. Only 9.7% have experience of less than 1 year.

## 3.8 Instrumentation

The nature of all the items included in the questionnaire is such that all the variables including Workplace Bullying, Deviant Workplace Behavior, Project Success and Locus of Control are to be filled by the employees. All the items in the questionnaire were responded to using a 5-points Likert-scale where 1 (strongly disagree) to 5 (strongly agree), unless otherwise stated.

### 3.8.1 Measures

Questionnaires have adapted from different trustworthy and authentic resources. Questionnaire has been written in English language. To facilitate the respondents for any query translation service were also offered by researcher, where needed. Somewhere paper pencil survey is somehow not convenient, thats why employee

feel easy to fill google doc questionnaire. Although, both of the ways are used for data collection purpose and have not any effect on the quality of data (Church, Elliot, & Gable, 2001).

All variables items such as workplace bullying, deviant workplace behavior, project success and locus of control were filled by employees. All the items of the questionnaire are to be filled on a 5-points Likert-scale where 1 denotes (strongly disagree), 2 signifies (disagree), 3 represents (Neither agree nor disagree), 4 embodies (Agree) and 5 characterizes (strongly agree). The scale was approved by reliability test. The questionnaire has 5 sections where 1st section comprising demographics. In 2nd section, workplace bullying items have been illustrated. Additionally, in 3rd, 4th and 5th sections illustrate about locus of control, deviant work behavior and project success questions respectively. Total 450 questionnaires were distributed in multiple public companies to employees working under different projects.

### 3.8.2   Workplace Bullying

Twenty-One items scale (Einarsen, Hoel, & Notelaers, 2009) was used to measure workplace bullying. Items needed to be responded using a 5-points Likert-scale where 1 for (Strongly disagree) and 5 for (Strongly agree). The sample items for Workplace bullying include "Someone withholding information which affects your performance." "Being humiliated or ridiculed in connection with your work".

### 3.8.3   Project Success

Project success scale developed by Aga, Noorderhaven, and Vallejo (2016) is adopted which had 12 items that measure the project success variable. Items are responded to using a 5-points Likert-scale where 1 for (Strongly disagree) and 5 for (Strongly agree). The sample item includes "The project was completed on time".

TABLE 3.5: Instruments

| Variables | Source | Items |
|---|---|---|
| **Workplace Bullying** (IV) | Einarsen, Hoel, & Notelaers, (2009) | 21 |
| **Deviant workplace behavior** (Med) | Bennett, Rebecca & Sandra Robinson (2000) | 12 |
| **Project Success** (DV) | Aga, Noorderhaven, and Vallejo (2016) | 12 |
| **Locus Of Control** (Mod) | Rotter (1966) | 6 |

### 3.8.4   Deviant Workplace Behavior

Twelve items scale developed by Bennett, Rebecca, & Sandra Robinson (2000) was used to measure Deviant workplace behavior scale. All the items are responded at 5-points Likert-scale where 1 (strongly disagree) to 5 (strongly agree). The sample items for deviant workplace behavior include "Come in late to work without permission". "Deviant behaviors directly harmful to the organization".

### 3.8.5   Locus of Control

Items were comprising 6 items scale adapted from Rotter (1966). Items were measured at 5-points Likert-scale where 1 (strongly disagree) to 5 (strongly agree). The sample items include "Becoming a success is a matter of hard work" and "What happens to me is my own doing".

### 3.8.6   Statistical Tools

First, data were analyzed and by running single linear regression the impact of workplace bullying on project success has checked. We run result by using SPSS

software 21. Regression analysis is used to measure the impact of multiple factors on dependent variable. So, through this analysis, it will be feasible for us to know either our proposed hypotheses were rejected or accepted.

Afterwards, three steps of Preacher and Hayes (2008) have been used in current study. In these three steps, first it is needed to put our dependent variable such as project success in the outcome column, then our independent variable i.e. workplace bullying in the independent variable column. Then, to put demographics in covariant column to run mediation and moderation analysis. Along with all these steps it is required to choose Model number according to the requirement. As it is complimentary to perform both mediation and moderation through Preacher and Hayes we have to separately perform the analysis.

### 3.8.7 Reliability Analysis of Scales used:

Reliability analysis used of scales because by doing reliability analysis researcher gets consistent and the same results repeatedly. Reliability is about giving consistent and the same result repeatedly, when item is used to test over a number of time for scale. When reliability analysis is run of scales. It means scales give consistent results when it is being tested for number of times. Cronbach's alpha value is a threshold value to measure the reliability of scale. By Cronbach's alpha value, it was identifying about the reliability of our scale items. Value of alpha above 0.7 is considered authentic and standardized. This value tells us about if variables have a link between them or not. It also measures the single construct. Cronbach's alpha has a range from 0 to 1. When value is higher, it means the higher is reliability of the scale to measure the construct it is meant to measure. Moreover, less than 0.7 value demonstrates less reliable in measuring the selected set of construct Under the defined table 3.6, the values of Cronbach's alpha have shown of all scales used in the data.

The above mentioned values are articulating the Cronbach's alpha. It is indicated through table that all the values of Cronbach's alpha for the items used under the study are above 0.7. The items such as Workplace bullying, deviant workplace

Table 3.6: Scale Reliabilities

| Variables | Cronbach's Alpha | Items |
|---|---|---|
| **Workplace Bullying** | 0.846 | 21 |
| **Deviant workplace behavior** | 0.830 | 12 |
| **Project Success** | 0.785 | 12 |
| **Locus of Control** | 0.732 | 6 |

behavior, project success and Locus of control are above the value of even 0.8 which demonstrate that these scales are highly reliable to be used in this study according the context of Pakistan.

## 3.9 Data Analysis Techniques

Data have been collected from multiple organizations and the entire responses were 267. To run test and for analysis of results SPSS software version 21 has been used. Number of procedures in the period of data analysis were followed. Some of them are as follows:

1. First of all, we have selected only questionnaires for analysis which were accurately and fully filled by respondent.

2. Each variable of the questionnaire was coded and each coded variable was used for data examination.

3. Frequency table has been drawn to explain the sample characteristics.

4. Descriptive statistics were conducted in form of numerical data values.

5. Reliability of all the variables was checked through Cronbach's coefficient alpha.

6. Correlation analysis was conducted in order to know whether there is a significant relationship between stated variables or not.

7. Single linear regression analysis of Independent and Dependent variables was piloted.

8. Preacher and Hayes Process was used for conducting mediation and moderation to determine the existence of the role of mediator and moderator between the Independent and dependent variables.

9. Through correlation and Preacher and Hayes method, the intended hypotheses were tested to check the rejection and acceptance of the proposed hypotheses.

# Chapter 4

# Results

This study investigated the impact of Workplace bullying on Project success with mediating role of Deviance work behavior and moderating variable Locus of control in project based organizations of Pakistan. This chapter investigates the momentary discussion of findings and analysis of data. Data have been analyzed to get results of descriptive statistics, correlation analysis, and mean, moderating and mediating regression analysis. This chapter comprehends the detailed results of the empirical study.

## 4.1   Descriptive Statistics

Descriptive process defines numerical facts and figures about data to create a meaningful document of raw data. Under this study, actual results were found of data comprising important information. Descriptive statistics is a source of basic information about data as well as determine the possible relationship or relativeness of the variables. Descriptive statistics constitutes sample size, minimum and maximum values, mean values and standard deviation values.

Information of least and greater esteem are found of sample size, mean values and standard deviation from data analysis. According to their definition, mean values have been taken to get average of the whole data responses and standard deviation

usually characterizes the variation of responses from their mean values. Moreover, in this study all variables are measured on 5-point Likert scale.

TABLE 4.1: Descriptive Statistics (Minimum, Maximum, Mean and Standard Deviation)

| Variables | N | Min | Max | Mean | S.D |
|---|---|---|---|---|---|
| **Workplace Bullying** | 267 | 2.00 | 4.00 | 3.28 | 0.58 |
| **Locus of Control** | 267 | 1.83 | 4.17 | 2.81 | 0.59 |
| **Deviance Work Behavior** | 267 | 2.00 | 4.00 | 3.20 | 0.57 |
| **Project Success** | 267 | 1.83 | 4.00 | 3.07 | 0.69 |

Data have been reported in tabular form. Subsequent Table exemplifies some significant values which further represent the whole data. The table 4.1 enunciates the data into informative tabular form. There are six segments in above mentioned tabular form. Principle segment briefly illustrate the factors. At further, it is defined the sample size. In third and fourth section both minimum and maximum values are described. Additionally, Mean values and standard deviation values are defined respectively in last two columns of the table. All variables are examined on 1 least to 5 high value. For Workplace bullying, Mean value is 3.28 with standard deviation of 0.58. Locus of control variable reported mean value of 2.81 with standard deviation of 0.59. Deviance workplace behavior has a mean value of 3.20 and indicates standard deviation of 0.57. For Project success, the corresponding mean value is 3.07 with standard deviation of 0.69.

## 4.2    Correlation Analysis

Through correlation analysis data become able to prove the relationship among variables. Correlation analysis demonstrates nature of variation exists among variables, either variables change at the same time or variate differently. Under this study, it was revealed that there is strong impact of workplace bullying on project

success with mediating role of deviant workplace behavior and moderation of locus of control. Therefore, correlation analysis was run to examine our proposed hypotheses validation.

Correlation analysis is somehow in contrast from regression analysis and it does not define relationship between two or more variables. In correlation analysis the relationship of factors broke down in order to explore the same or inverse course while eliminating the zero relationship. Positive correlation means that both variables are associated to each other in parallel form. On the other hand, negative correlation explains the degree to which one variable increases and other decreases. Pearson correlation analysis demonstrates the strength of correlated values and nature of relationship from -0.1 to +0.1. Hence, correlation with greater value between two variables considered desirable. Although, positive significant correlation supports the proposed relationships between variables, values greater than 0.7 causes multi-co-linearity. Although the current study didn't have any multi-co-linearity issues as there is only one independent variable.

TABLE 4.2: Correlation Analysis

| Sr. no. | Variables | 1 | 2 | 3 | 4 |
|---------|-----------|---|---|---|---|
| 1. | Workplace bullying | 1 | | | |
| 2. | Locus of Control | -.467** | 1 | | |
| 3. | Deviant workplace behavior | .580** | -.495** | 1 | |
| 4. | Project success | -.261** | .154* | -.184** | 1 |

*N=267, * $p < 0.05$, ** $p < 0.01$*

This greater value can be generalized by the zero-related variation, which depicts that higher distance from the zero value represents relationship between the two variables is stronger, and lesser distance from zero depicts the relationship is weaker. However, zero value itself delineates no-relationship between two variables. The positive and negative symbols label the nature of the relationship is parallel or in inverse form respectively.

Positive and negative relationships also are known as direct and indirect relationship individually. Values mentioned in the above table shows correlation among the variables. Listed values demonstrate the nature and magnitude of the relationship between variables. Table expresses that negative relationship exists between workplace bullying and PS. It means workplace bullying has a negative impact on the project success where r = -0.261** at P< 0.01 which demonstrates that relationship is negative and significant.

It is also explored through correlation table that workplace bullying is positively and significantly associated with deviant workplace behavior. Value is r = 0.580** at P< 0.01, which represents that direct and strong correlation exists between both variables. Above stated value r = -0.261** at P < 0.01 indicates the negative correlation of workplace bullying with project success. It is also revealed that negative relationship exists between locus of control and deviant work behavior. The value is r = - 0.495** at P< 0.01, which exhibits the inverse relationship among locus of control and deviant workplace behavior. There is a positive and significant relationship between locus of control and project success, where r = 0.154** at P < 0.05. Along with others, this study also found that deviant workplace behavior is negatively and significantly associated with project success. Results reveal positive association between dependent variables (Project success), mediator (deviant workplace behavior) and independent variable (workplace bullying) whereas moderator (locus of control) has significant association.

## 4.3   Control Variables

In this study, control variables are utilized for analysis purpose. ANOVA test (One Way) was performed to assess influence of the demographic factors (age, gender, qualification and experience) on the dependent variable (project success). One Way ANOVA is generally used to calculate the association between variables based on dependence upon each other. The scores of ANOVA predict if significant relationship of demographic variables exists with dependent variable. Then in the succeeding analysis, the demographic factors will controlled. Otherwise, there remains no need to control these variables under study. In the analysis of the data for the current study, qualification (p = 0.000) and experience (p = 0.000) and age (p = 0.005) and gender (p = 0.000) have significant correlation with project success. Therefore, based on these values, in this analysis, all

the demographics variables were controlled later in the analysis.

TABLE 4.3: Control Variables (ONE WAY ANOVA)

| Control Variables | Mean | F value | Sig. |
|---|---|---|---|
| Age | 2.42 | 16.4 | .005 |
| Gender | 1.39 | 25.5 | .000 |
| Experience | 2.70 | 19.8 | .000 |
| Education | 3.67 | 12.6 | .000 |

*Sig. level $p < 0.05$*

## 4.4 Regression Analysis

There is always a need to do correlation analysis to analyze the values but to only rely on them is inconsiderate. Therefore, regression analysis is compulsory after conducting the correlation analysis. Correlation analysis only tells about the existence of relationships between variables.

TABLE 4.4: Regression Analysis Results for Project success

| Predictors | DV | | |
|---|---|---|---|
| | **B** | $R_2$ | $\Delta R_2$ |
| **IV:** | | | |
| Step 1 | | | |
| Control variables | | .659 | |
| Step 2 | | | |
| Workplace Bullying | -.710*** | .808 | .248*** |

*Control Variables: age, Qualification, gender, Experience*

*N=267, ***$p < 0.001$, **$p < 0.01$, * $p < 0.05$*

Regression analysis is also useful to investigate the causal relationship between variables. Thus, the regression analysis tells that how much the dependent variable changes due to independent variable. Therefore, it makes easy for a researcher to identify that his proposed hypotheses are accepted or rejected. Regression analysis can be done through multiple methods but Hayes (2013) method has been selected in current study for mediation and moderation analysis. Moderation regression analysis summarizes the impact of workplace bullying and locus of control on deviant workplace behavior. Similarly, mediation regression analysis is designed to examine the impact of variable deviant workplace on the relationship between workplace bullying and project success.

## 4.4.1 Workplace Bullying and Project Success

Table 4.4 expresses the results of hypothesis testing. According to proposed hypothesis, there is negative relationship between WB and PS. Results also support our proposed hypothesis 1. The result delineates that there is negative and indirect association between WB and PS.

Major part in this step is to control the demographics such as, Gender, Age, Qualification, and Experience along one-way ANOVA. After that, project success (DV) has been regressed on workplace bullying (IV). So, established result that 1 unit change in workplace bullying brings an adjustment in project success of -.710 where p value was less than 0.05 (p= 000) which is significant. Hence, this study fulfilled state of a strong connection between WB and PS. So, Hypothesis 1 is accepted that WB is negatively related to project success.

## 4.4.2 Mediation Analysis Results

To test hypothesis 2 that deviant workplace behavior mediates the relationship between workplace bullying and project success, which further states that being in bullying workplace makes employees behavior aggressive in form of deviant workplace behavior. Consequently, the project declined progress towards success. Hence, it is obvious to illustrate that indirect effect of workplace bullying on project success through the mediation of workplace behavior is significant. Deviant workplace behavior has been identified as possible mediator between the relationships of WB to PS.

As highlighted in Table 4.5, it can be concluded that the indirect effect of WB on PS through deviant workplace behavior has the respective lower and upper limits of -.3160 and -.2041. Hence, there was no zero value present in the 95% confidence interval.

TABLE 4.5: Mediation Analysis

| DV | Effect of IV on | | Effect of M on | | Total effect of IV on DV | | Direct effect of IV on DV | | Bootstrap results for indirect effects | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | M (a path) | | DV (b path) | | (c path) | | (c' path) | | | |
| | B | T | B | T | B | T | B | t | LL 95% CI | UL 95% CI |
| IV | .60*** | 11.3 | -.42*** | -12.5 | -.76*** | -16.5 | -.51*** | -10.2 | -.3160 | -.2041 |

*Control Variables: age, Qualification, gender, Experience N=267, \*\*\*p < 0.001, \*\*p < 0.01, \* p < 0.05, No. of bootstrap resample = 5000 \*IV = Workplace bullying, M = Deviant workplace behavior, DV = Project success.*

Therefore, concluded results indicated that deviant workplace behavior mediates the workplace bullying and project success relationship. Hence, based on these results the second hypothesis in this study is accepted.
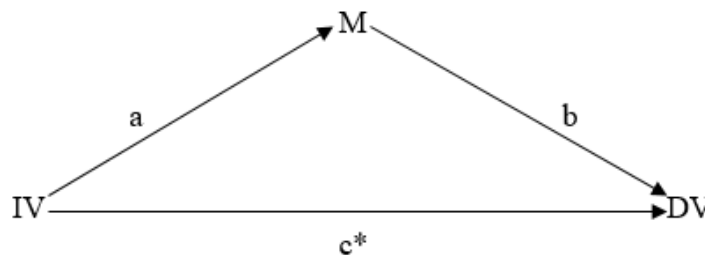


FIGURE 4.1: Mediation Result

## 4.4.3 Total Effect

Total effect demonstrates the effect of (IV) workplace bullying on (DV) Project success. Total effect of workplace bullying on Project success is -.76 with the significant p value 0.000. It displays that 76% indirect variance occurs in Project success due to workplace

bullying. The lower limit of bootstrap is -.3160 and upper is -0.2041 and zero is absent in the 95% certainty interim. Hence, it is concluded that H2 is accepted.

### 4.4.4 Direct Effect

Through the result of the direct effect, the study finds out the effect of IV workplace bullying on DV Project success with the effect of mediating role deviant workplace behavior. Hence, it is explored that the outcome with the presence of mediation deviant workplace behavior B = -0.51 with the significant p value (P = 0.000). Eventually, compiled result with disclosure about variance, occurs in project success 51% while in presence of deviant workplace behavior. The bootstrap limits also have no zeros between lower and upper limits.

### 4.4.5 Indirect Effect

Indirect effect demonstrates the existence of mediation i.e. deviant workplace behavior mediates the relationship between WB and PS. The bootstrap values are predicting the significant results because the lower limit and upper limit are -.3160 and -.2041 individually. There is absence of zero value between both limits lower limit and upper limit. Therefore, the results are supporting the H2 and this hypothesis is accepted.

## 4.5 Moderation Analysis

For moderation analysis, Model 1 of Process macro through SPSS Hayes (2013) is employed. In hypothesis 3, we have hypothesized that locus of control moderates the relationship between workplace bullying and deviant workplace behavior. Result of hypothesis 3 has been gathered. Table 4.7 shows the results of moderation analyses. It is found that the interaction term of locus of control on workplace bullying which displayed the significant result. According to the above mentioned table values effect of (IV) workplace bullying on (MED) deviant workplace behavior is significant where B=.61 with the significant p value (P = 0.000).

The bootstrap values also show significant relationship, upper limit and lower limit are -.0485.and -.2648 respectively.

TABLE 4.6: Moderation Analysis

| DV | Effect of WPB on DWB | | Effect of LOC on DWB | | Effect of WPB x LOC on DWB | | Bootstrap results for indirect effects | |
|----|------|------|------|------|------|------|-----------|-----------|
| | **B** | **t** | B | T | B | T | LL 95% CI | UL 95% CI |
| | .61*** | 13.8 | -.052 | -1.7 | -.15** | -2.8** | -.0485 | -.2648 |

*N=267, * p < 0.05, ** p < 0.01, *** p < 0.001, No. of bootstrap resample = 5000 * WB= workplace bullying, DWB = Deviant workplace behavior, LOC = Locus of control.*

Thereby acceptance of the hypothesis 3 proposed that locus of control moderates the relationship between workplace bullying and deviant workplace behavior such that the relationship weakens in the presence of locus of control.

The Result of Moderation is also supported through Moderation Graph shown in figure 4.2



FIGURE 4.2: Moderation Graph

In figure 4.2 slopes of the lines indicate a positive association between workplace bullying and deviant workplace behavior. The orange line represents high LOC whereas blue line reflects low LOC, Position of the lines represents the relationship between workplace bullying and deviant workplace behavior. As the orange line lies below the blue line with a steeper slope, it represents that in case of high LOC, the association between workplace bullying and deviant workplace behavior becomes weaker. While the blue line lies above the orange line with less steeper slope, which shows that in case of low LOC, the association between workplace bullying and deviant workplace behavior is stronger. The graph clarifies the buffering role and direction of LOC between workplace bullying and deviant workplace behavior.

TABLE 4.7: Summary of Accepted and Rejected Hypotheses

| Hypotheses | Statements | Results |
|---|---|---|
| H1 | Workplace bullying is negatively related to project success | Accepted |
| H2 | Deviant workplace behavior mediates the negative relation between Workplace bullying and Project success | Accepted |
| H3 | LOC moderates the relationship between Workplace bullying and Deviant workplace behavior such that, external LOC strengthens the relationship between workplace bullying and deviant behavior, whereas, internal LOC weakens the said relationship | Accepted |

# Chapter 5

# Discussion

Our primary motive of conducting this study is to resolve the problem and find out the solution for those unanswered questions that are needed to study in context of Pakistan. It is more notice able and intact area of workplace bullying and its effect on the project based organizations. Deviant work behavior has been studied well in the form of incivility and outcome of bad management but we took it as mediation between the relationship of WB and PS which has not been studied before. Deviant behavior is most often found in employees while lacking the fulfillment of need to affiliate with coworker and strong social standing. Therefore, this negative behavior effects the success of project; consequently, the project fails. Data were collected from Pakistan regions. In first hypothesis, this study proposed that there is negative correlation among workplace bullying and project success. Our results approved these hypotheses and it is concluded that negative relation exists between workplace bullying and PS. Moreover, our proposed 2nd and 3rd hypotheses also got accepted by current empirical study. According to 2nd hypothesis, we argued that deviant workplace behavior mediates the relationship between workplace bullying and project success. In addition, 3rd hypothesis reveals that if there is high locus of control in an individual, he will less likely to move towards deviant work behavior. So, our all 3 hypotheses got accepted. Previous studies also support current results.

The detailed discussion on each hypothesis is given as following:

## 5.1   Hypothesis H1

## Workplace Bullying is Negatively Related to Project Success

This assumption is acknowledged. Results show the significant negative relationship between WB and PS (B= -.710, t= -21.5, P= .000). Workplace bullying having the value of t= -21.5, which demonstrate level of the relationship. As the t value which is negative, negative sign shows that workplace bullying is negatively related to PS. Hence in this hypothesis the value of t= -21.5 illustrate the quality of indirect relation statistically between workplace bullying and PS. Additionally the B coefficient turns out to be -.710, that clarifies one unite change in workplace bullying will lead to decrement in project success with 71%.

Previous studies also acknowledge our current relationship significance. In turn, our results are also supported through previous studies (Samnani, Boekhorst, & Harrison, 2016; Nielsen, Pallesen, Harris, & Einarsen, 2018; Bartlett, & Bartlett, 2011; Hershcovis, Reich, & Niven, 2015; Vartia, 2001) which provides an evidence for the negative relationship of workplace bullying on project system, performance, and the employee.

According to the literature the success of a project can be defined after identifying the completely short term and long term goals of the project and by quantifying compatibility each short and long term goal with the predefined success criteria (Judgev et al., 2001; Shenhar et al., 1997; Mller and Turner, 2007). According to the Creasy and Carnes (2017) project success always decreases due to workplace bullying. Workplace bullying is demarcated by Einarsen, Hoel, & Cooper (2003, p. 15) harassing, offending, socially excluding someone, or negatively affecting someone's work tasks. By elaborating the definition of workplace bullying we can declare the effect of workplace bullying on project success. Literature defined that the project success consists of some critical success factors that are also known as the milestone of success. These success factors are time, cost, quality, scope and

team of a project which are all decreases due to workplace bullying (Creasy and Carnes, 2017).

Workplace bullying also hinders the learning climate of team that resultantly affects the project success negatively. The people who are target of bullying feel themselves inferior at workplace due to which their job performance suffers (Hirst, Van Knippenberg, Zhou, 2009). Lack of team performance directly causes the failure of project. Workplace bullying leads to the hostile behavior towards the targets. Some example of workplace bullying is negatively gesturing or glancing the targets, ignoring him/her, giving him annoying action i.e. not listening or ignoring, refusing to listen, laughter and scorn directed to target, and belittling targets work. In such oppressing environment, it is hard for the employee to concentrate on his task. Additionally, victim faces such behaviors more than one time that makes him mentally disturbed and emotionally exhausted.

The general tit-for-tat behavior of these employees is one of the explanation of social exchange theory, considering that negative behaviors are being responded with negative actions at workplace as a parameter of being exchange. Earlier studies conducted on causes of project failure in Pakistan demonstrate that besides the economic problems or change in market, there is also a big reason of organizational injustice and lower job satisfaction (Nasir & Bashir, 2012). The findings of the current study are in line with the given argument and it has been found that workplace bullying is also a source of project failure.

Literature found many detrimental consequences upon psychological, psychosomatic, and musculoskeletal (Vartia, 2001). The symbols of Judging a persons work performance wrongly or in an offending manner by assaulting ones private life is a severe and general stress upon the individual (Whiteside & Barclay, 2013). Moreover, he shows metal stress reaction toward others at workplace. The restriction of demonstrating ones own opinion also hinders the creative work climate which is critical success factor of project success. Therefore, above mentioned all factors hamper the project success.

Moreover, social exchange theory also reveals these relationships that there is an indirect relationship between WB and PS. As the social exchange theory predicts

the best explanation of workplace behaviors (Harlos, 2016). We found that social exchange theory has a basic tenet of reciprocity. It is about social exchange, under which one party has to trust that the tendency to treat other party either in positive or negative way will be reciprocated without any formal contract (Cropanzano and Mitchell, 2005). For example, if employees are provided with high trust, organizational, leader and coworkers support environment, he will tend to reciprocate the very positive outcome in his work performance and being hard work and loyal to his job. Consequently, the whole project will be successful. On the other hand, if employee faces workplace bullying environment i.e. negative or offensive remarks on job, ignoring and not allowing to speak, this will make him stressful. Resultantly, he will also reciprocate the lower job performance, higher absenteeism, late at work that consequently obstructs the whole project success.

With alignment of social exchange theory with the current study, we acknowledge that the role of reciprocity is applied on workplace bullying will give negative or aggressive output from employees which harms the success of project. As, the employee and the project both are interdependent upon each other. It is not applicable the reciprocity process in dependence condition according to the social exchange theory. So, while the project is totally based on the employees working to achieve the set goals and strategies as well as, employee has earning association with the project. As in Pakistani context, high unemployment rate and job insecurity is a big threat for the employee and he/she is dependent on the project. Therefore, under interdependence condition both parties rely upon each other. This is why, the reciprocity act will be applicable here. SET also defines good behaviors reciprocate good and negative behaviors reciprocate negativity for both parties. Hence, we concluded that in workplace bullying environment, employee would reciprocate the negative behavior, resultantly it harms the project success. While explaining reciprocity we conclude that people working in bullying environment always feel themselves less confident as a critical element in the experience of bullying.

## 5.2 Hypothesis H2

Concerning this hypothesis Deviant workplace behavior mediates the relationship between workplace bullying and PS no empirical data from previous research is found. The results we found can only be considered a beginning and the findings represent a work-in progress. Deviant work behavior is positively associated with employee absenteeism, withdrawal, and behaviors that lead to corporate poor performance (Robinson and Bennett, 1995). The research explores that employees engage in deviant workplace behavior because of supportive workplace bullying environment or environment that supports deviant behavior (Sims, 1992). Rai and Agarwal (2017) proposed that in case of more than one time, bearing bullying workplace urges negative emotions, attitudes and behaviors among employees. Literature fosters to find the best mechanism of workplace bullying and project success (Naseer et al., 2018), we used deviant workplace behavior as mediation Bad management has also been symbolized as one form of direct bullying Interaction between the victim and the supervisor (Tepper, Moss, & Duffy, 2011; Hershcovis, 2011). Additionally, the target who works in bullying environment faces hostile experience by living in bullying workplace that influences his psychological and social resources. Hence, he starts to exhibit aggressive and humiliating behavior towards others in form of deviant workplace behavior (Francoili, Hogh, Costa, & Hansen, 2016). Victim also effects the whole project success with his low confidence, low self- esteem, rigidity, disagreement and non-participatory behavior (Francoili et al., 2016). Under this study we hypothesized that deviant workplace behavior mediates the relationship between workplace bullying and PS. The hypothesis was accepted and supported by favorable results in current research. The results show significant relationship of deviant workplace behavior as a mediator between WB and PS, as the upper and lower limits are (-.3160, -.2041) indicated by the unstandardized regression co-efficient. Both are negative and there exists no zero in the bootstrapped 95% interval around the indirect effect of the relationship of workplace bullying and PS through mediating role of deviant workplace behavior.

Project management literature demonstrates that project success is based on the projects ability to achieve its defined goals and employees. Moreover, workplace, management roles and conflicts, lack of commitment to the project is basic module of project failure (Munns, & Bjeirmi, 1996). We found the basic component of project failure is deviant workplace behavior. WDB defined as the voluntary violated behavior under which employee violates the norms and expectations of that organization (Robinson, & Bennett, 1995). We explore the intentionally violation or organization culture to support the violation.

Employee deviance is voluntary in those employees who either lack the motivation to conform to normative expectations of the social context or becomes motivated to violate those expectations (Kaplan, 1975). It happens more often that employee demonstrates the deviant behavior because corporate culture urges them or motivates them to show deviance at workplace (Kaplan, 1975). Therefore, we can say that literature supports workplace bullying a basic element to deviant workplace behavior. The workplace bullying develops feelings of aggression and mental stress in employee. Resultantly, employee depicts deviant behavior which is more much associated to the bullying environment.

Robinson and Bennett (1995) have underlined the deviant behavior, as it is the type of behavior of employee, through which they want to threaten the project well-being. Therefore, we concluded that if the person or employees working in bullying environment, they demonstrate the deviant behavior at workplace. Consequently, the whole project success suffers towards decline because of the employees who have deviant behavior and want to intentionally hit the success of project.

With alignment of social exchange theory, we can portray this relationship. In social exchange, broadly there are two types of exchange 1) the change between employees and their organization and 2) the exchange of employee with their supervisors (Settoon, Bennett, & Liden, 1996). Homans (1974) explained the behavioral change between two entities. He said in hi dyadic relationship that a person becomes emotionally aggressive and becomes angry when he is not taking a fair rate of return. With compliance of social exchange and human (1975) proposition, we concluded that the employee working in bullying environment has

to face the negative gesture, ignorance, and people ignore him while he is speaking. These elements are not up to the fair rate of return for the employee who is working in a project. Resultantly, he demonstrates negative behavior in form of deviant workplace behavior.

Being deviant, employee tries to do extra leaves, come late on job, and tries to threat the organizational and project wellbeing under which he is working. Therefore, the overall project leads to ward failure and not move towards the success. Hence, we explore that deviant workplace behavior mediates the relationship between WB and PS. Additionally, deviant behavior is positively associated with WB and negatively relates to the project success. Previous studies and current research results also support our hypothesis. Therefore, it is proved that the deviant workplace behavior mediates the relationship between WB and PS.

## 5.3 Hypothesis H3

This hypothesis LOC moderates the relationship between Workplace bullying and deviance workplace behavior such that, external LOC strengthens the relationship between workplace bullying and deviant behavior, whereas, internal LOC weakens the said relationship is also accepted through this research. As the aftereffects of the present investigation indicates significant relationship (B= -.15***, t= -2.8***, P=.000). Locus of control has the B coefficient estimation of -.15, which demonstrates the level of relationship of interaction term. As the t esteem is -2.8, which demonstrates that the outcomes are significant. Thus, in the theory the t estimation of -2.8 shows that there is significant connection of locus of control as an arbitrator between workplace bullying and deviant work behavior. Furthermore, the B co-effective turns out to be -.15 which demonstrates that if there is a one unit change in locus of control, then it will bring a negative impact of 15% in the relationship between workplace bullying and deviant workplace behavior by weakening the relationship. There could be many reasons for the acceptance of the hypothesis.

We have selected locus of control as moderator is that also a personal dispositional trait between workplace bullying and deviant workplace behavior. Rotter (1966) has explained the variable locus of control in comprehensive way as a per personality disposition whereby an individual perceives the outcome of an event as being either within or beyond his or her personal control and understanding (Mueller & Thomas, 2001, p. 5556).

Locus of control has been categorically defined in two modules. Internal locus of control is about the control and belief of oneself on his skills, abilities and efforts. He tends to believe that outwards event occurs based on his personal efforts. On the other hand, some people have strong external LOC. People who have external locus of control tend to believe that failure/success even occur due to some external forces that are not in hand of an individual (Lefcourt, 2014).

We concluded that employees who are with high internal LOC believe that they have their own skill and abilities. They believe on their efforts. Resultantly, they are less likely to move towards deviant behavior even while leaving in bullying workplace. Most probably, it does happen because individuals who are internals believe that they are special. Therefore, they can control the situation of external factors effecting in workplace because they are highly confident about their abilities. On contrast basis, employees with high external locus of control have faith that they cannot change the things and they should go with flow. So, they most often move towards deviant behavior. Thus, project threatened towards failure (Xiao, Wu, & Liao, 2018).

Literature posits that employee with high internal LOC takes the responsibilities on their own actions. Regardless, people with high external LOC always blame other employees and organization for any problems (Lefcourt, 2014). Hence, comparatively externals perceive more bullying at workplace and feel dissatisfaction and they move towards deviant behavior more swiftly than internals (McInroe, 2013).

Moreover, the employee who has high internal locus of control often understands the situation and creates his own path to do job in tough workplace environment. On the other hand, externals do not cope with environment. They give up easily to

make any change. They find themselves in very hard situation to cope with bully at workplace and they stressed out easily to show deviant behavior. So we can say that internal cope with the hardships and workplace bullying more positively than external do (Spector, 1982; Knig et al., 2010; Nswall et al., 2005).

Social exchange theory depicts that relationships evolve over time around trusting, mutual commitments and loyal, from here, the concept of exchange inaugurates in between parties. Hence, parties are enforced to abide by the rules because of interdependence upon each other. So, whenever organization provides healthy, loyal, trustworthy environment to its employee, employee try to do the best to reciprocate the organizational better environment (Molm, 2000, 2003).

Social exchange theory relies upon the interdependence where both parties get mutual benefits. In case of failure, both parties have to bear the loss eventually. Under this study, we investigated the element of LOC as moderator. We found that employee with high locus of control fully understand the term interdependence. They believe that they have some responsibilities over project success. Thus, they tend to separate themselves from the workplace bullying and eventually less likely move towards deviant behavior. On the other hand, worker with external LOC do not fully acknowledge the term interdependendence. It means they will not feel any responsibility and they are unable to cope with bullying environment. Interdependence itself involves mutual and complementary arrangements (Molm, 1994). Employees with high external of control do not understand the fact that their benefits are associated with project success. Due to have less ability to cope up with stressful environment, they blame towards the project for the whole problems. Hence, they feel stress swiftly and demonstrate deviant behavior to threaten the project success.

Another indication is that Pakistan is collectivistic society. People work with each other at social platform (Werfhorst & Hofstede, 2007). They have to be social and in interaction with each other at workplace. With high power distance culture, living in collectivistic, and bully workplace make individual aggressive, and he demonstrates deviant workplace behavior. Thus, the project moves towards failure.

## 5.4   Conclusion

The concept of workplace bullying attracted the researcher and practitioners because of its detrimental outcomes on employee health and well-being. Employee suffers with mental trauma and mental health issues with aggression and also have high tendency to quit the job. Researchers called for the studies on detrimental effects of WB on employee health and psychological state. They found workplace bullying as untouched area that should be studied by the researchers of behavioral and social sciences. The purpose of this study was to investigate the relationship between workplace bullying and PS within an integrative framework under the underpinning assumptions of SET theory. The study, within the given framework tested mediating effect of deviant workplace behavior and moderating effect of locus of control between workplace bullying and the deviant workplace behavior. Based on the quoted theory, the findings are in line the proposed hypotheses, explaining the role of personal dispositional traits and aggressive behavioral state in workplace bullying. Integrating The concept is individuals becomes offended towards negative actions in workplace i.e. being neglected and being devalued by others. So, they are also prone to act negatively which resultantly are costly for the organizations in form of project failure.

This study developed a domain of workplace bullying and its negative impact on project success in an organization. It is considered the most important and popular area of research in order to compete globally amongst the emerging project based companies in Pakistan and around the world. The focus of this study is to find out the antecedents of project failure. Project managers found it difficult to save them from failure.

Under the study, we investigated that workplace bullying is one of the major factors of project failure. In addition, this study has demonstrated the role of deviant workplace behavior as mediation between workplace bullying and PS. At the end of length, this research has inspected an exclusive task of locus of control as moderation variable among the associated relationship of workplace bullying and deviant workplace behavior at workplace.

Data collection for the examination of this research was composed throughout questionnaires, which were distributed to the multiple organizations of Pakistan based in public sectors and are project oriented. This study and the proposed hypotheses are being supported through social exchange theory. Overall, 450 questionnaires were disseminated but only 267 were used for the study reason since those 267 questionnaires are the most appropriate as per requirement for the analysis of the study.

This is useful research and empirical study that has not been studied before. There is a great room to study under this domain, as there is an incomplete work on research of the impact of workplace bullying on the project success with deviant workplace behavior as mediation and locus of control as moderator. In this investigation, H1, H2, H3 are being accepted by the Pakistani setting according to the context of Pakistan alongside the support of past writing.

## 5.5 Implications

### 5.5.1 Theoretical Implications

The present study has presented theoretical implications that can help future researchers to work further on different domains of workplace bullying. In this present study, we have developed relationship of workplace bullying and PS. Workplace bullying is about the bullying work area where employees, who have been than one time, the victim of negative acts from coworkers, supervisor i.e. ignoring, constant abuse, offensive remarks, ridicule him in front of others (Einarsen, 2000). So, being in that stressful workplace has bad effect on his mental health and he shows aggression towards the workplace and project as whole in form of deviant behavior. Thus project becomes unsuccessful. Although in previous research Workplace bullying has been studied with multiple factors such as mental health problems, post-traumatic stress, burnout, physical health problems, sleep problems and job dissatisfaction, organizational commitment (Nielsen & Einarsen, 2012). Therefore, in present study, the impact of WB with PS is mainly studied

which has not been touched before with the mediating role of deviant workplace behavior and moderating role of locus of control. Moreover, workplace bullying can be studied in future with multiple factors i.e. self-efficacy, individual-level stress-related outcomes and it should also to check the impact of employee counselling, training against bullying workplace.

Moreover, deviant workplace behavior is used as mediator in present study to support the relationship between workplace bullying and PS. In future, researchers can add mediator's ego depletion, frustration to check the impact of WB and PS, if employees become frustrated from the workplace bullying. In addition, future researches can also explore the impact of diversity of workplace and workplace bullying on project success.

The present study has added LOC as moderator on the relationship of workplace bullying and deviant workplace behavior. Future studies can add different contextual and depositional moderators like positive effectivity, self-efficacy to identify the possible effects on deviant workplace behavior and project success. At last, present study has not mentioned any particular industry to establish a comprehensive framework of value incongruence. In future, researchers can select any particular industry.

### 5.5.2 Practical Implications

The present study has identified the negative relationships between WB and PS. Thus, this study has clarified some unique points that are equally important for the managers, employees and the organization as a whole. It is project managers duty to manage the workplace environment and to satisfy employees to achieve success. Therefore, present study is of worth mentioning for the project managers.

Data have been gathered from questionnaire survey and distributed to the project organization working in Pakistan. The proposed research and hypotheses support social exchange theory and social behavior exchanges. This study has fulfilled all the assumptions that are accepted. By examining the impact of WB on PS, this study adds a very unique aspect of project Managers oversight from past

literature of project failure. In this study, new relationships have been analyzed, which is important for achieving competitive advantage in this diverse and creative environment of emerging project based companies in Pakistan. This study is equally important for managers, subordinates, supervisors and employees, because Pakistan is facing a higher degree of power distant culture and requires a large amount of new researches to overcome this aspect of Pakistani culture in project-based organizations. Due to collectivistic culture, new comers also inherit the old culture and try to conform the environment. Therefore, they will show negative behavior in form of deviant workplace behavior.

For project managers, the research depicts that there is a dire need to understand the bullying workplace and tries to diminish the power distance culture in organization. Therefore, we can say that a leader has influencing ability over his followers. Through proper training or counselling, the failure of project could be overcome. Additionally, employees must have high internal locus of control.

## 5.6 Limitations and Future Research

The usage of convenience sampling is a great limitation. Convenience sampling is used to collect data randomly from a large population. So, this sampling technique has been used because of time shortage. Small sample size is another limitation. Limited geographical area can be a limitation to be removed by future researchers. Current study brings several shortcomings that can be overcome by future researchers. Data were collected only from Islamabad and Rawalpindi. Secondly, it is collected from various industries and multiple sectors but this study needs repeated research in future. The people can conduct research on specific industrial area such as only multinational projects working Pakistan.

Thirdly, the study has been conducted only in Pakistan that could raise the question of cultural influence. Therefore, future researchers can examine these relationships beyond this limit cultures or countries.

Future researchers can take step forward by taking into consideration to get authenticity of results. At last, current study has only taken into account the conditional factors such as locus of control for examining the relationship between workplace bullying and deviant workplace behavior. Future researchers can investigate other contextual and conditional factors such as positive effectivity, self-efficacy, perceived leader support, etc.

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# Appendix-A

## Research-Questionnaire (Time 1)

**Dear respondent,**

I am an MS Scholar at CUST Islamabad, intending to conduct research on the topic of Impact of workplace bullying on Project Success mediating role of deviant workplace behavior and moderating role of locus of Control. In this regard, I have prepared the following questionnaire, and request you to kindly fill all the questions and return the questionnaire. I appreciate your cooperation in filling out this questionnaire. This research is expected to contribute good insight into the topic. Anonymity and confidentiality in filling this questionnaire will be taken high care of. Thank you for your cooperation,

**Regards**

**FAIMA SAEED LODHI**

MS (Project Management) Research Student

Faculty of Management and Social Sciences

Capital University Science and Technology, Islamabad

## Section: I

**Gender**

| 1 | 2 |
|---|---|
| Male | Female |

**Age**

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 18 – 25 | 26 – 33 | 34 – 41 | 42 – 49 | 50 and above |

**Qualification**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Matric | Inter | Bachelor | Master | MS/ M.Phil. | PhD | Post PhD |

**Experience**

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |
| > 1 | 1-5 | 6-10 | < 10 | 23-28 | 29 and above |

In the following questions (Section 1, 2 and 4) please respond on a scale of 1-5 where;

(1) Strongly Disagree=SD (2) Disagree=D (3) Neutral=N (4) Agree=A (5) Strongly Agree=SA

| | SECTION 1: WORKPLACE BULLYING | SD | D | N | A | SA |
|---|---|---|---|---|---|---|
| 1 | Someone withholding information which affects your performance. | | | | | |
| 2 | Being humiliated or ridiculed in connection with your work. | | | | | |
| 3 | Being ordered to do work below your level of competence. | | | | | |
| 4 | Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks. | | | | | |
| 5 | Spreading of gossip and rumors about you. | | | | | |
| 6 | Being ignored or excluded. | | | | | |
| 7 | Having insulting or offensive remarks made about your person, attitudes or your private life. | | | | | |
| 8 | Being shouted at or being the target of spontaneous anger. | | | | | |
| 9 | Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, blocking your way. | | | | | |
| 10 | Hints or signals from others that you should quit your job. | | | | | |
| 11 | Repeated reminders of your errors or mistakes. | | | | | |
| 12 | Being ignored or facing a hostile reaction when you approach. | | | | | |
| 13 | Persistent criticism of your errors or mistakes. | | | | | |
| 14 | Having your opinions ignored. | | | | | |
| 15 | Practical jokes carried out by people you don't get along with. | | | | | |
| 16 | Having allegations made against you. | | | | | |
| 17 | Being given tasks with unreasonable deadlines. | | | | | |

| 18 | Excessive monitoring of your work. | | | | | |
|----|-----------------------------------|---|---|---|---|---|
| 19 | Pressure not to claim something to which by right you are entitled (e.g. sick leave, holiday entitlement, travel expenses). | | | | | |
| 20 | Being the subject of excessive teasing and sarcasm. | | | | | |
| 21 | Being exposed to an unmanageable workload. | | | | | |

| SECTION 2: LOCUS OF CONTROL | | SD | D | N | A | SA |
|----|-----------------------------------|---|---|---|---|---|
| 1 | Becoming a success is a matter of hard work | | | | | |
| 2 | Becoming a success has little or nothing to do with luck | | | | | |
| 3 | Getting what I want has little or nothing to do with luck | | | | | |
| 4 | I feel that I have little influence over the things that happen to me | | | | | |
| 5 | What happens to me is my own doing | | | | | |
| 6 | Most people don't realize the extent to which their lives are controlled by chance happenings | | | | | |

| SECTION 3: Deviance workplace behaviour | | SD | D | N | A | SA |
|----|-----------------------------------|---|---|---|---|---|
| 1 | Taken property from work without permission | | | | | |
| 2 | Spent too much time fantasizing or daydreaming instead of working. | | | | | |
| 3 | Falsified a receipt to get reimbursed for more money than you spent on business expenses | | | | | |
| 4 | Taken an additional or longer break than is acceptable at your workplace | | | | | |
| 5 | Come in late to work without permission. | | | | | |

| 6 | Littered your work environment | | | | | |
|---|---|---|---|---|---|---|
| 7 | Neglected to follow your boss's instructions | | | | | |
| 8 | Intentionally worked slower than you could have worked | | | | | |
| 9 | Discussed confidential company information with an unauthorized person | | | | | |
| 10 | Used an illegal drug or consumed alcohol on the job | | | | | |
| 11 | Put little effort into your work | | | | | |
| 12 | Dragged out work in order to get overtime | | | | | |

| SECTION 4: PROJECT SUCCESS | | SD | D | N | A | SA |
|---|---|---|---|---|---|---|
| 1 | The project was completed on time | | | | | |
| 2 | The project was completed according to the budget allocated | | | | | |
| 3 | The outcomes of the project are used by its intended end users | | | | | |
| 4 | The outcomes of the project are likely to be sustained | | | | | |
| 5 | The outcomes of the project have directly benefited the intended end users, either through increasing efficiency or effectiveness | | | | | |
| 6 | Given the problem for which it was developed, the project seems to do the best job of solving that problem | | | | | |
| 7 | I was satisfied with the process by which the project was implemented | | | | | |
| 8 | Project team members were satisfied with the process by which the project was implemented | | | | | |

| 9 | The project had no or minimal start-up problems because it was readily accepted by its end users | | | | | |
|---|---|---|---|---|---|---|
| 10 | The project has directly led to improved performance for the end users'/target beneficiaries | | | | | |
| 11 | The project has made a visible positive impact on the target beneficiaries | | | | | |
| 12 | Project specifications were met by the time of handover to the target beneficiaries | | | | | |