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Impact of Workplace Bullying on Project Efficiency with the Mediating Role of Burnout and the Moderating Role of Supportive Leadership

by

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I want to dedicate this achievement my parents, teachers and friends who always encourage and support me in every crucial time

CERTIFICATE OF APPROVAL

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Abstract

This study is based on the relationship between workplace bullying and project efficiency with the mediating role of burnout and moderating role of supportive leadership. The organization targeted are the project-based organization of Pakistan. Conservation of Resource Theory was the underpinning theory in the study. Data were collected from all the project-based organization working in all major cities of Pakistan. Data were collected from 277 individuals working in the project-based organization of Pakistan. The result of the study indicates that there is a negative relationship between workplace bullying and project efficiency, and the relationship is mediated by burnout. Supportive leadership is tested as a moderator which shows significant results. As workplace bullying cause negative effects on individuals which results in a feeling of uneasiness in the employees. It has become a sensitive issue and there is no place where this issue is not present, so this is a need of time to control these issues in the organization. So this study will help to overcome such issues caused by workplace bullying in organization.

Keywords: Workplace Bullying, Burnout, Project Efficiency, Supportive Leadership.

Contents

List of Figures

List of Tables

Chapter 1

Introduction

1.1 Background of Study

Workplace bullying is considered to produce a negative effect on employees, which results in power inequality in the workplace environment (Carter et al., 2013). It results in a feeling of uneasiness in the employees, which is harmful towards the organizational goals and individual mental health (Hogh, Hoel & Carneiro, 2011). In an organization (e.g project-based organization), it exists between the boss, supervisors, and other subordinates (Suggala, Thomas & Kureshi, 2020). It affects the outcome project success and the employees' health which is required for success of an organization. Moreover, it also causes anxiety, depression, and stress in employees (Creasy & Carnes, 2017), and overt wrath (Mannix, Fitzpatrick, MacCurtain & O'Brien, 2018). Workplace bullying causes long-lasting and crucial effects on the part of the victim. Several studies suggest that victim faces much stress which leads to anxiety, depression, and mood disorders and it can even lead to suicide attempts (Cakirpaloglu, Cech & Kvintova, 2018). Employees facing it for the long term will report more health issues than the employees facing it for the short term (Nielsen, Christensen, Finne & Knardahl, 2020).

From the last 20 years, it has become a sensitive issue (Cakirpaloglu, Cech & Kvintova, 2018). Moreover, it is clear that if there is any adverse situation in the environment, it will definitely affect the people working there and automatically effect the functioning of the organization (e.g project based organizations).Some of

the previous studies highlighted this issue and they concluded that there is no place where this issue occurs less (Cakirpaloglu, Cech & Kvintova, 2018). It's adverse effects includes employee's physical health problems, absenteeism, turnover intentions, increased job burnout, and reduced job satisfaction (Nielsen & Einarsen, 2012). Victims of bullying have more sleep issues than non-bullied employees (Nielsen, Harris, Pallesen & Einarsen, 2020). It can begin at any level, like supervisors, subordinates, and so forth. However, to our knowledge, there is no or little attention paid to how these things impact project efficiency. It has been noted that research regarding workplace bullying is not quite enough, and there is a need to investigate the relationship between workplace bullying and project efficiency (Rossiter & Sochos, 2018).

As employees are suffering from workplace bullying, it leads to burnout (Giorgi et al., 2016). Burnout is a syndrome of physical and emotional exhaustion, caused due to long term job stress (Nohe, Meier, Sonntag & Michel, 2015). Bullying results in turnover, creativity loss, motivation loss, and burnout in any organization (Nielsen & Einarsen, 2012; Vagharseyyedin, 2016). In a working environment, bullying is known as a cause of significant stress (Trépanier, Fernet & Austin, 2013). All of these negative consequences can result in reduced project efficiency because, workplace bullying is an ingredient causing energy loss and eventually, leading to burnout (Livne & Goussinsky, 2018). Sometimes bulling can lead to intentions to quit the job (Deery et al., 2011) that will result in increased training cost and cost overruns in projects. At the workplace, the continuous bullying and harmful behavior leads an individual to put extra effort into their work and resultantly causing burnout (Livne & Goussinsky, 2018).

There is a connection between workplace bullying and burnout; however, any social support, like emotional or instrumental, will positively affect the relationship. Identification of the type of bullying occurring in an organization can help professionals working within the human resource department to design the specified solutions (Rossiter & Sochos, 2018). It will result in reduced burnout. Productivity and success of the organization can be measured in several ways. Basic parameters include measuring efficiency of the project. Efficiency is the way of

getting things done in a cost-effective manner i.e. minimum input and maximum output. However, among the project management academics and practitioners, its use is still unclear (Zidane & Olsson, 2017).

Previous literature review shows that in the past, the main focus of studies was in the field of teaching, nursing, and police department concerning job burnout. Different job-related burnout scales were built by researchers for the improvement of accuracy and applicability (Kim, Shin & Umbreit, 2007; Weckwerth & Flynn, 2006; Woerfel, Gusy, Lohman & Kleiber, 2015), but no one investigated it for the projects. Workplace burnout decreases efficiency and increases employees' turnover (Jugdev, Mathur & Cook, 2018).

Project-based organizations have acquired more realization in Pakistan, especially in the stagnation period (Haque &Yamoah, 2014). Employees are paid heavily in the project-based organizations but, still, they suffer from a high level of stress (Wickramasinghe & Liyanage, 2013), and turnover in project-based organizations (Zhang & Tan, 2012). Unspecified job roles increase stress among employees (Nasreen, Zehra & Faizan, 2017), which results in burnout and effects project efficiency. Due to the turnover and shortage of staff, the other social workers are overworked (Godoy & Allen, 2017).

The professionals, who experience work-family conflict, lead to job burnout (Lingard, Turner & Charlesworth, 2015) as a result; it lowers project efficiency (Leung, Chan & Olomolaiye, 2008). Not only the professional's life is affected by burnout, but also the organizations in terms of cost and time decreases customer satisfaction, and commutatively impacts the project efficiency (Wu, Wu, Li & Dan, 2018). In organizations, tasks may require an individual or team input, in case of project tasks employees have to depend on their leader, colleagues, and the organizational policies to complete their tasks (Suggala, Thomas & Kureshi, 2020). The performance of an individual depends on the attitude and the leadership style of the leader (Lee, Idris & Tuckey, 2018), workplace bullying, burnout and stress at workplace can be lessened bya strong project leader. The most explored and recommended leadership styles in literature, to improve the employee job performance is transactional leadership (Walumbwa, Wu & Orwa, 2008) and transformational leadership (Walumbwa & Lawler, 2003). In a transformational

model of leadership, the leader works in the interests and need of the subordinates (Banks, McCauley, Gardener & Guler, 2016).

However, in transactional model of leadership, the leader aims to increase the employee/subordinate morale, towards achieving organizational goal i.e. project efficiency (Judge & Piccolo, 2004). A supportive leader is a person who knows the roles and responsibilities assigned and encourages subordinates (Khalid et al., 2012). When there is a supportive environment in terms of leadership, it can mitigate stress in employees, however it is evidenced that ineffective leadership can increase employee burnout (Pyc et al., 2017). So the support from the leader plays an integral role to reduce the stress level. It also enhances the employee's motivation to perform well mitigating the negativities in the work environment. A supportive environment at workplace decreases the burnout and increases job performance. However, ineffective leadership increases the stress level and burnout (Khalid et al., 2012). Support moderates the negative effect caused due to workplace bullying (Chen & Chen, 2018). Leadership is neither a position nor a designation; it is an interactive approach to engage the leader and the follower in a mutual objective or goal i.e. project efficiency in this study (Wren, 1995). Whenever you want to bring a significant change, need or guidance, one needs a strong leader who can guide (English, 1992). A supportive leader brings functional changes in the workplace by encouraging successful results (Khalid et al., 2012). When there is a supportive environment, it mitigates the stress level and burnout. It enables employees to face it, and helps to work in a better manner, and show better performance (Cobb, 1976). Therefore, the previous studies were less focused towards workplace bullying in projects specifically and the role of supportive leadership in such cases.

1.2 Gap Analysis

Scholars have added to the discourse on issues arising due to workplace bullying and its consequences, but to my knowledge, minimal studies address these consequences on project efficiency. Lai, Hsu, and Li, (2018) recommended that future research should be undertaken to explore, how the relation of the subordinate and

supervisor affects the performance of a project which is usually measured in terms of project efficiency. Newman, Fantus, Woodford, and Rwigema (2017) suggest to investigate more about workplace bullying in an organization that can be done by identifying incidence-based bullying. Despite its adverse consequences limited attention has been found on the influence of workplace bullying on project efficiency with the mediating role of burnout in project management literature. Researchers, however, focused on the technical aspects of the project and largely ignored the importance of humans in those settings, as projects are unique and sensitive, for this human aspect is very crucial which is the independent variable of this study i.e. workplace bullying. Though studies have been conducted in European countries related to workplace bullying, many of its aspects are not studied in Pakistan yet (Raja, Javed & Abbas, 2017). However, Pakistan ranks high on collectivism and power distance (Hofstede, 1983), to the best of my knowledge, this is the first research which is going to contribute to the issue of burnout arising from workplace bullying in project-based organizations the NGO's (non-profit organizations) sector of Pakistan and to investigate the moderating effect of supportive leadership on the relationship between workplace bullying and burnout. Thus we found four major gaps; unidentified and increased workplace bullying missing cases, literature related to workplace bullying and project efficiency, less attention to human factors; missing evidence in NGO sector.

1.3 Problem Statement

Workplace bullying is a growing concern which leads to many problems like stress, chronic illness, headaches, higher body mass, sickness, drains employee energy and burnout (Cakirpaloglu, Čech & Kvintova, 2018). In the past, bullying was known as a negative aspect of an individual. Suppose the manager or supervisor is a bully in nature in that case, adverse cost is associated with this kind of behavior in the shape of low performance/poor performance added project efficiency. The employee who faces these kinds of behaviors suffers and results in relationship conflict among supervisors and employees. It has become a point of concern in many organizations; organizations highlight bullying as a severe problem (Hutchinson &

Eveline, 2010). Many bullying cases have been reported in the last years. In any organization, workplace bullying is a critical problem, and there are studies on that as well as in other sectors (Cakirpaloglu, Čech & Kvintova, 2018). However, in the context of the projects, it is not studied yet, that how it affects project efficiency.

Project failure is a severe issue/problem in the project-based organizations, there are many studies conducted on the success and failure of the project, but still, those are insufficient. There are many underlying causes that need to be studied. Scholars have not yet focused on workplace bullying in this content. Project failure leads the project-based organizations to decline/fail, and when a project fails, the cost associated with it got wasted. Workplace bullying takes away the employee's energy and increases burnout in the workplace, which results in low project efficiency. Past researcher's state that burnout occurs because of some family stressors (Nohe, Meier, Sonntag & Michel, 2015) but, they have not focused on other aspects linked to workplace bullying and many other underlying aspects that will be studied in this research including burnout as a mediator and supportive leadership as a moderator in Pakistan's unique setting. This study will elaborate that how burnout mediates the relationship between workplace bullying and project efficiency and how supportive leadership will moderate this relationship. The reason for conducting this study is to explore the effect of workplace bullying upon project efficiency and to further explain that how supportive leadership will help to overcome these situations. This study will explore the role of supportive leadership in such situations. Western studies have immensely focused regarding such issues but it is majorly neglected in Pakistani setting.

1.4   Research Questions

Keeping in view the NGO sector of Pakistan our research questions are;

Question 1:

What is the effect of workplace bullying on project efficiency?

Question 2:

What is the effect of workplace bullying on burnout?

Question 3:

What is the effect of burnout on project efficiency?

Question 4:

Does burnout mediate the relationship between workplace bullying and project efficiency?

Question 5:

Does supportive leadership moderate the relationship between workplace bullying and burnout?

Question 6:

Does supportive leadership moderate the relationship between workplace bullying and project efficiency?

1.5   Objective of Study

This study aims to identify workplace bullying issues in (project-based organizations) the NGO's (non-profit organizations) sector in Pakistan, especially in many cities of Pakistan, and its impact on project efficiency. Also, to check the mediating role of burnout between workplace bullying and project efficiency. It also investigates the moderating relationship of supportive leadership between workplace bullying and burnout and workplace bullying and project efficiency.

Objective 1:

To investigate the effect of workplace bullying on project efficiency?

Objective 2:

To investigate the effect of workplace bullying on burnout?

Objective 3:

To investigate the effect of burnout on project efficiency?

Objective 4:

To investigate the mediating relationship of burnout between workplace bullying and project efficiency?

Objective 5:

To investigate the moderating relationship of supportive leadership between workplace bullying and burnout?

Objective 6:

To investigate the moderating relationship of supportive leadership between workplace bullying and project efficiency?

1.6 Significance of Study

This research has direct applications to the project-based organizations, specifically the NGO sector of Pakistan. The study is essential because most of the employees face the bullying issue in the workplace, and it causes burnout, which affects project efficiency. Researchers emphasized the technical aspects of the project. They largely ignored the importance of human, in projects unique setting, for this human aspect is very crucial, and Pakistan is also among the states where employees face bullying behavior from their supervisors and such behaviors lead to specific odd behavior on employee's part, and leads project toward failure. This study will help to minimize workplace bullying and to maximize project efficiency by solving the burnout issue.

This study will help to create awareness in people to recognize the unprofessional behaviors like harassment, verbal abuse, and negative actions, and their impact on project efficiency and it will help to avoid the bullying issues in organizations. It will be helpful in the project management literature, and it has revealed how the project efficiency is affected due to workplace bullying. If the supervisor is bully to his subordinates, it will create conflicts between them, and as a result, it will affect project efficiency. This study will create awareness in the individuals on how they can control or overcome workplace bullying problems and enhance project efficiency. This study will guide the HR department, how they can train their employee to respond against bullying. This study will elaborate on the

moderating role of supportive leadership between workplace bullying and burnout in the NGO sector of Pakistan.

The employee's perception about safety and opportunity depends upon the leader's behavior, the more supportive the leader is, the more positive the employee will percept that's why the role of the leader's support is important. Authoritarian behavior gives rise to negative emotions in juniors like fear, anger, and burnout because these leaders want their employees to follow their orders, and they will only encourage the employees when they will work according to their terms. However supportive leader can create a view of fairness in the minds of victims of bullying and can make them feel like, worthy and significant individuals so employees will work for organizational goals.

Furthermore, studies related to workplace bullying were carried out in a western setting and they studied it according to their setting as there is a culture difference in every country so the issues arising from workplace bullying are also different. But there are limited studies in the Pakistani settings. Pakistan is strong in terms of authoritarianism and workplace bullying issues are common here so this must be studied. This study will contribute to the issue of burnout arising from workplace bullying in project-based organizations in the NGO sector of Pakistan, which is not discussed earlier.

Project failure is a severe issue in the project-based organization, there are many studies conducted on the success and failure of the project, but still, those were insufficient. They focused on the triple constraints but, they have not focused on other aspects linked to workplace bullying. Employees suffering from workplace bullying leads to burnout. Bullying results in turnover, creativity loss, motivation loss, and burnout in organizations, which leads to project failure. This study aims to understand the role of supportive leadership in such situations. If the leader trusts, takes care of, and motivates the employee, then it can help to execute tasks effectively and efficiently. Supporting leadership enhances employment efficiency without increasing job stress(Rowold & Schlotz, 2009). As workers find their leaders' positive attitude, they work more passionately and manage stress more effectively. The support from colleagues has been seen playing a persuasive role in handling stress and performing efficiently, along with supporting leadership.

Employees working with positive superiors are happier and stress-free. Management support acts as a barrier that can reduce stress levels and positively increase the level of efficiency.

1.7 Supporting Theory

Many theoretical perspectives can be helpful to support the studies of workplace bullying, presented by different researchers like social learning theory, social exchange theory. Still, for our study conversation of resource theory covers all the variables under study. It is a theory of stress (Hobfoll, 1989, 2018) that elaborates the implications and management of stress in life. The word resource in this theory refers to all the characteristics, conditions, or anything valued to individuals because these resources are the ways to achieve the goals i.e. project efficiency (Hobfoll, 1988). The conversation of resource theory suggests that energy-related resources like physical and mental energies are critical in enabling individual in managing workplace stressors (Hobfoll, 1989). Because when they face workplace bullying, they invest their energy to overcome these issues.

When individuals face situations like bullying, they put their full energy and attention while handling these demands and experiences energy loss, in such situations, when individual face these stressors and the threat of loss of their valued resources, their well-being is severely affected. So the individual who faces bullying becomes exhausted with it, and it results in burnout that ultimately affects their performance. The resource theory further explains that the loss of resources is more important than the gaining of resources because the resource loss in one domain cause the loss of resources in another domain. Individuals always try to increases their resources rather than resource loss so whenever they get in a situation of stress and resource loss, their well-being is severely affected (Carlson, Ferguson, Hunter, & Whitten, 2012). Thus the resource loss situation i.e. workplace bullying will result in further stress situation i.e. burnout. However, in the presence of supportive leader the negative effect of workplace bullying will be mitigated less resource loss and threat will result in reduced project efficiency. Thus the model is fully supported by conversation of resource theory.

1.8   Theoretical Model

Conditions

Objects

Personal
characteristics

Resource loss/ Burnout

Outcomes/ Goals/
objectives

Energies

9
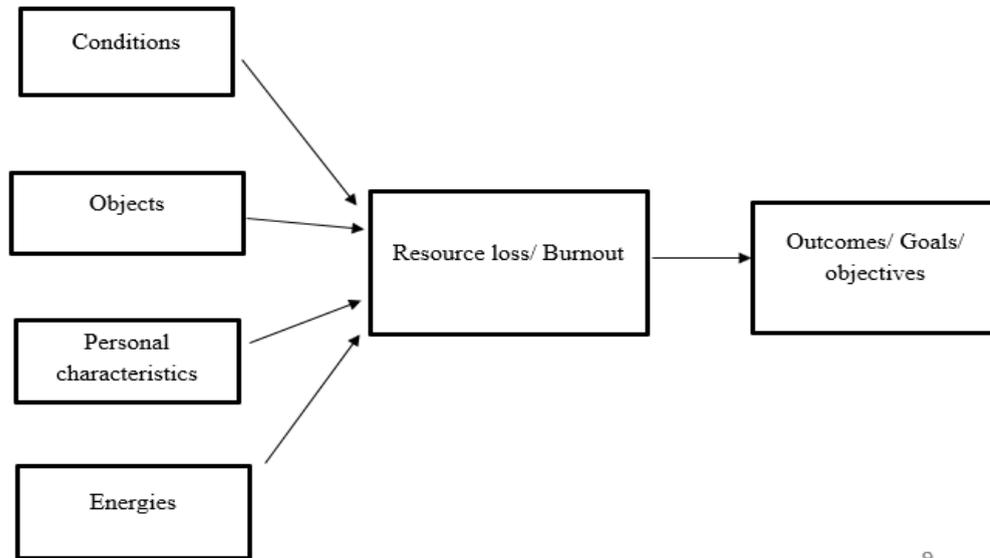
FIGURE 1.1: Theoretical Model

Figure 1.1 explains our model through the lens of conversation of resource theory. As the conversation of resource theory states that resource loss in one domain will automatically cause resource loss in another domain. The word resource in this theory refers to all the characteristics, conditions, energies or anything valued to individuals because these resources are the ways to achieve the goals. Relating this theory to our model if workplace bullying occurs in an organization it will cause burnout in employees which ultimately affects the outcome of the project i.e. project efficiency. So the resource loss will result in future resource loss, whereas investment to preserve resource loss i.e. supportive leadership will help to recover from future resource loss because resource pool is very important for future resource gains. So to avoid resource loss supportive leadership plays a positive role.

Chapter 2

Literature Review

2.1 Introduction

This chapter includes the conceptual definitions of the variables and the relationship among those variables regarding past literature. Moreover, the proposed hypothesis is based on the research questions.

2.1.1 Workplace Bullying

Workplace bullying can be defined as, a condition in which one or more person systematically and over a long period perceive to be the adverse receiving treatment on the part of one or more persons.

In a situation in which the person(s) exposed to the treatment and find it difficult to defend themselves against this treatment (Matthiesen & Einarsen, 2007, p. 735).

2.1.2 Burnout

According to Maslach, burnout can be defined as a state of emotional exhaustion, depersonalization, and lack of interest in personal accomplishment (Maslach & Jackson, 1982, p. 72).

2.1.3 Project Efficiency

Eikland studied efficiency in terms of cost and time according to Eikland. Efficiency can be defined as using minimum resources like cost and time to get the specified result (Eikland, 2000).

2.1.4 Supportive Leadership

According to House, supportive leadership can be defined as emotional support, preference, and concern provided by the leader to the followers while making decisions (House, 1983).

2.1.5 Workplace Bullying and Project Efficiency

Bullying is sometimes defined as an actor which can harm the other individuals in multiple ways. Individuals who get targeted as in this case it will deviate the employees from working towards the efficiency of the project as it is to work towards the goals and objectives of the project i.e., project efficiency (Crawford, 1992).

Bullying actually targets the person from within. A person being bullied feels immense pressure to complete the required tasks. It sometimes lands employees to very low and serious position which can affect the mental health of an individual, that person feels very inferior and low (Baron & Joel, 1996).

In the past two decades this factor in the organization should be considered especially in the project-based organizations because it can be very harmful for the organization. According to (Einarsen, 1999 & Tepper, 2000) losses faced by the organization are mostly linked to the human factors that are largely ignored in the project-based organizations as mentioned in the gap. It also includes other monetary costs decreasing the performance of the employees. However, sometimes the employees are already frustrated by the other mental pressures which are not healthy for the individuals. They increase anxiety, depression and the feelings of anger among the project employees that can be counterproductive for the organization (Vartia, 2001). These are actually the physical barriers that can be very

depressive for the organizations (especially project-based organization). It may also result in heart strokes and other mental problems that can be very harmful for you. It also results in turnover of the project employees and may also increase the suicide cases among individuals. It may also increase the cases of absentees, low confidence, reduced creativity, less focus, bad health and other problems that can be linked to the efficiency of the project. It can also be harmful for the subordinates (Lewis & Sheehan, 2003). Workplace bullying is also linked to the emergence of the project, it also triggers critical issues in the projects and also harms other employees as well working on a similar project (Folkman, Lazarus, & Delongis, 1986). It also results in psychological pressures that can sometimes be very harmful and immense by triggering pressure, anxiety, frustration and low self-esteem affecting the outcomes (i.e., Project efficiency) (Zapf, Knorf, & Kulla, 1996).

Workplace bullying causes long-lasting and crucial effects on the part of the victim. Several studies suggest that its victim who faces much stress leads them to be anxious, depressive, and other mood disorders, and it can even lead him to suicide attempts (Cakirpaloglu, Cech & Kvintova, 2018). So the employees facing it for the long term will report more health issues than the employees facing it for the short term (Nielsen, Christensen, Finne & Knardahl, 2020). Decreasing workplace bullying helps in project teams directly or indirectly, by distracting extra-role practices other than team goals which ultimately creates relationship conflict (Creasy & Carnes, 2017). From the last 20 years, it has become a sensitive issue (Cakirpaloglu, Cech & Kvintova, 2018). If workplace bullying exists in a project setting it will greatly affect the project as bullying enhances the stressors, increased stress will result in further resource loss that is averse to complete the project on time within the assigned time, cost and scope.

The performance of the project is mostly measured as a standard indicator to identify that how the project performed especially the efficiency of the project which is about completing the project within the cost time and the defined scope. So, the efficiency of the project is a better measure for identifying the performance of the project within the defined constraints (Turner and Rosenthal, 2008). Efficiency of the project is usually linked to the project progress and correlated

to the cost, time and quality specifications (Mainga, 2017). Project efficiency is basically a very difficult measure in order to perform the outputs and to identify that whether you are performing well or not (Abbasnejad & Javad, 2017). As the failure rate of the projects is very high it can be measured through the defined efficiency in order to keep one on the track. It is well acknowledged that projects must be carried out in productive manner. One of the main indicators of project performance should be called project efficiency. The value of productivity has increased as projects are increasingly being conducted in an atmosphere of multi project management (MPM), in which projects share resources among each other (Frinsdorf & Xia, 2014).

As projects have limited time, cost so it is difficult to counsel the employees about their issues during the project activities. If employee face workplace bullying, in that case, there is a cost that is associated with this kind of behavior in the shape of low performance/poor performance and affect the outcome i.e. project efficiency. Pakistan is strong in terms of authoritarianism and issue like workplace bullying occur frequently, so it must be addressed. Though studies have been conducted in European countries related to workplace bullying, many of its aspects are not studied in Pakistan yet (Raja, Javed & Abbas, 2017).

Furthermore, it is clear that if there is any adverse situation in the environment, it will definitely affect the people working there and it will automatically affect the functioning of the organization. So the continuous bullying and harmful behavior at the workplace leads an individual to put extra effort into their work, and resultantly causing burnout (Livne & Goussinsky, 2018). So not only the professional's life is affected by burnout, but also the organizations in terms of cost and time decreases customer satisfaction, and commutatively impacts the project efficiency (Wu, Wu, Li & Dan, 2018). So based on the above arguments we propose that,

Hypothesis 1: Workplace Bullying negatively affects project efficiency.

2.1.6   Workplace Bullying and Burnout

Workplace bullying mostly is faced by the organizations that face critical issues and it also triggers down to the other subordinates as well (Folkman, Lazarus,

& Delongis, 1986) the other psychological pressures linked to it can also be very harmful for the project-based organizations and can affect the individual and over-all project goals (i.e., Project efficiency) (Zapf, Knorf, & Kulla, 1996). Workplace bullying is basically considered as the repeated actions and negative exposures over the period of time in an organization, among peers, subordinates and other individuals.

Such negative acts also affect the overall goal of the organization (Nielsen, Matthiesen, & Einersen, 2010). Such bullying actions can sometimes be very adverse and may include abusive sentences and expressions, also teasing and other unacceptable ridiculous teasers that become a sole cause toward affecting the performance of the employees which is a great burden towards achieving the organizational goals (Mikkelsen & Einarsen, 2002).

This also involves the face-to-face interactions and the other advancements in the personal space of the individuals not required for a healthy work environment. Now the trend of bullying is also being shifted towards the cyber bullying, this new shift is also very adverse and aggressive for the mental health of the employees. It also targets the other projects required for the technological advancements and other projects that need focus and creativity. Because an individual with such mental health can not focus on the assigned tasks. (Weatherbee, 2010).

Workplace bullying can also take some other shapes that cannot be tackled and handled. It also may be considered as a big loophole from the supervisor side affecting the tasks of the project (including the efficiency of the project) (Tepper, Moss, & Duffy, 2011). Due to workplace bullying the assigned tasks are not completed timely and this also may affect the future projects as well if they go unidentified, once the bullying cases are identified they yet help the project to grow and help it to be completed timely. Basically, bullying undermines the employee's mental health and of the subordinates and peers as well. This also targets the actions and outcomes of the project (Hershcovis, 2011). Thus, this is an emerging issue which effects the targets so it should be dealt and recognized in the organizations especially in the Pakistani project-based organizations. More-over, the current literature also affects other resource losses directly affecting the

targets of the project. Workplace bullying is basically studied under three characteristics which includes; situational, target and perpetrator (Hershcovis & Reich, 2013). Wokplcae bullying has been considered responsible for effecting the cost of the project including spillover cost (Pearson & Porath, 2009), which is one of the elements of project efficiency.

From the late 1950s to the 1980s, bureaucratic and behavioral researcher's studies and talked about the effect of behavior on the life of people and the working environment (Einarsen et al., 2016). Research shows that conflicts emerge from role stressors and result in burnout, depression (Allen, Herst, Bruck & Sutton, 2000), and exhaustion (Bakker, Demerouti & Dollard, 2008). Workplace bullying acts as a work stressor which results in strain; it degrades the perception of association and accomplishment as a team. Bullying is a risk element for dysfunction, disregarding gender (Nielsen, Emberland & Knardahl, 2017). Workplace bullying decreases helping in project teams directly or indirectly, by distracting extra-role practices other than team goals which ultimately creates relationship conflict (Creasy & Carnes, 2017). Power dynamics within a team serves as a forecaster of bullying. To pressurize the victim for acceptance, bullies use the power approach like forcing (Hodson, Roscigno & Lopez, 2006). It is a main social issue for over 4 decades (Einarsen, Hoel, Zapf & Cooper, 2011; Nielsen & Einarsen, 2012; Salin & Notelaers, 2017), and one of the most difficult areas for the HR practitioners to handle (Cowan & Fox, 2015; Catley et al., 2017).

Workplace bullying can affect employees across departments unfavorably and even the whole organization (Hurley, Hutchinson, Bradbury & Browne, 2016). An article on bullying reveals that bullying negatively affects the victim's life for an extended period (Mumtaz, 2018). The victims of workplace bullying encounter such circumstances that consume their energy resources and leads them to job burnout (Raja, Javed & Abbas, 2017). A meta-analytic study reveals that over the period, workplace bullying creates, burnout, and mental health problems in victims (Nielsen & Einarsen, 2012). Individuals who face a high level of workplace bullying reports high burnout (Raja, Javed & Abbas, 2017). It has been seen that little attention paid, in the project management area, and based on the importance of the project manager's role (Koops et al., 2016; Aga, Noorderhaven, & Vallejo,

2016), it is essential to investigate its effects on team members and team effect. Studies reveal that the health of the employees, facing workplace bullying and continuously facing the negative behaviors of the managers is directly affected, which leads them to burnout/turnover (Montes, Fuentes, Law & Han, 2017).

All the mentioned adverse effects of workplace bullying will directly impact the employee's performance, which will keep on decreasing with the increase in bullying and resultantly it affects the employees' health which leads them to burnout, so based on the above arguments we propose that,

Hypothesis 2: Workplace bullying positively affects burnout.

2.1.7   Burnout and Project Efficiency

Burnout refers to the psychological signs of exhaustion, cynicity and inefficiency when dealing with chronic work pressure (Leiter & Maslach, 2004). Work burnout is known as the primary reaction and result of individuals' work strain (Enshassi, El-Rayyes, Alkilani, 2015) It has serious adverse impact on individual statistics such as well-being, fitness and dedication to job (Yang, Li, Zhu, Li, Wu, 2017; Leung, Shan Isabelle Chan, Dongyc, 2011), Which may have an impact on organizational outcomes, such as project efficiency.

The project-based organizations entail heavier workloads and longer average working hours than other industrial sector (Bowen, Govender, Edwards, Cattell, 2018). This is due to high risk and highly complicated public projects their interior and exterior setting is incredibly complicated and uncertain (Yang, Li, Song, Li, Zhu, 2018). This leads to complex tasks, procedures and unexpected issues when executing projects (Turner, Mariani, 2016).

Job burnout is a type of emotional chronic fatigue induced by regular and ongoing work (Yang, Li, Song, Li, Zhu, 2018). Work burnout is generally reported to induce three components: tear, emotional exhaustion, cynism and poor professional efficiency (Maslach, Jackson, 1981). Mental exhaustion means an impression of exhaustion of emotional energy, which results in a loss of energy. Cynicism is

described by a pessimistic mindset and an over-distance from the job and from social interactions, for instance with co-workers and customers.

The negative appraisal of professionals and their disappointment with their work results into low professional efficiency. Existing studies indicate that job burnout is linked to both adverse corporate and individual result because of work - related stress. On individual level, work burnout includes mental and physical conditions, including mental distress, depression and sleep problems (Leung, Chan, Yu, 2019). In relation to organizational burnout, the project engagement is minimal, the productivity of the company reduced and the jobs rate increased. In addition, recent findings have demonstrated that burnout work is "contaminating" and can transfer to coworkers (Burke, Greenglass, 2001).

This lead to a negative effect on family life, such as stress, anxiety and even anger (Huang, Li, Fang, Tang, 2020). Therefore, burnout at organizational and individual level can have detrimental consequences and can also influence economic factors. The burnout of the work is the product of a combination of influencing variables (for example, heavy workloads, long hours, high pressure) and personal factors (e.g., low self-efficacy, emotional intelligence, personality traits). However, several job burnout researchers suggests that workplace, organization and community pressure are the key predictors of the burnout of work in the industry.

Existing research indicates that the burnout of workers is directly correlated with negative results for organizations and people. Work burnout has been correlated at the industry level with reduced organizational effectiveness, increased staff turnover and reduced corporate efficiency (Yang, Li, Song, Li, Zhu, 2018).

Job burnout for individuals has been strongly linked to low employee motivation, reduced work engagement and increased desired turnover. These negative results will affect the person and the business greatly. Furthermore, the burnout is "contaminating," which means the burnout of work will affect their employees negatively (Burke, Greenglass, 2001). The risk incidents induced by burnout during project execution raises the potential of negative emotions such as frustration, discomfort and dissatisfaction. Negative attitudes to the job, such as low professional involvement and work satisfaction due to job burnout, can considerably

reduce employee efficiency and productivity. This might cause the project not to be finished on time, thereby influencing the project efficiency.

Project-based organizations have acquired more realization in Pakistan, especially in the stagnation period (Haque &Yamoah, 2014). Employees are paid heavily in the project-based organizations but, still, they suffer from a high level of stress (Wickramasinghe & Liyanage, 2013), and turnover in project-based organizations (Zhang & Tan, 2012). Unspecified job roles increase stress among employees (Nasreen, Zehra & Faizan, 2017), which results in burnout and affects project efficiency.

In the social job domain, burnout has acquired more attention (Godoy & Allen, 2017). Employees suffer burnout when they are unable to manage their workload within the given time (Adil & Baig, 2018). The impact of burnout is destructive on several levels; employees experience low interest and efficiency in their job domain and even leave their jobs (Godoy & Allen, 2017). Burnout decreases the availability and quality of the service provided to clients (Siebert, 2005). Due to the turnover and shortage of staff, the other social workers are overworked (Godoy & Allen, 2017). The professionals, who experience work-family conflict, lead to job burnout (Lingard, Turner & Charlesworth, 2015) as a result; it lowers project efficiency (Leung, Chan & Olomolaiye, 2008). Not only the professional's life is affected by burnout, but also the organizations in terms of cost and time decreases customer satisfaction, and commutatively impacts the project efficiency (Wu, Wu, Li & Dan, 2018). Job burnout leads to employee absence, leaving intention, and even if they leave it directly impacts the work efficiency (Cordes & Dougherty, 1993). We suggest that if the level of job burnout is high, the project performance is low that ultimately affects the project efficiency.

Hypothesis 3: Burnout negatively affects project efficiency.

2.1.8 Mediating Role of Burnout in the Workplace Bullying–Project Efficiency Relationship

Burnout should not be viewed as an individual's syndrome (Maslach & Leiter, 2016), but it should also be observed, as an attribute of workgroups. Previous

research shows that a high level of burnout declines the Psychological Well-Being, but very little care was provided (Scanlan & Still, 2013; Lizano & Mor 2015; Harris et al., 2016). Burnout is common in people who are in constant interaction with persons (Maslach & Leiter, 2016). However, irrepressible people have a lower level of burnout (García & Calvo, 2013). It is also seen in previous research that caretakers experience more burnout (Lovell & Wetherell, 2016). Burnout acts as a mediator, between variables and its role, which can be revealed through its different subscales: such as emotional exhaustion and depersonalization in hospitals mediated the relation; however, it was a personal triumph in community clinics (Dor, Eizenberg & Halperin, 2018).

Burnout negatively affects the physical, emotional, and mental health of the victim, and these things affect the performance. Research has also revealed that burnout behaves as a mediator in the relationship of abusive supervision (Carlson, Ferguson, Hunter & Whitten, 2012) while tackling the role stressors the victim at the first instance loses the energy-related resources (Raja, Javed & Abbas, 2017). Eventually, this mental and physical energy loss leads to, more resource loss and increases exhaustion and burnout in individuals (Hobfoll & Shirom, 2001). Put differently, and it can also be said that, in the phase of dealing with workplace bullying the victim's resource decreases and leads them to a higher level of exhaustion and tiredness (Raja, Javed & Abbas, 2017).

Individuals suffering from workplace bullying leads them to burnout (Giorgi et al., 2016). Workplace bullying is an ingredient for causing energy loss and consequently, leads to burnout (Livne & Goussinsky, 2018). Workplace bullying results in psychological pathologies like stress, and it is not the end, later on, it causes the burnout at the workplace (Pinto, Patanakul & Pinto, 2016; Pinto, Dawood & Pinto, 2014). Research reveals that when burnout increases in individuals, it ultimately decreases job satisfaction, and as a result, it increases the turnover (Tziner, Rabenu, Radomski & Belkin, 2015).

Adverse effects of workplace bullying on burnout were revealed by many researchers (Deery, Walsh & Guest, 2011; Giorgi et al., 2016). Individuals encounter burnout when they fail to manage their workload in an efficient manner and according to the given time (Adil & Baig, 2018). Its impact is damaging at many levels, as

individuals experience low interest in their job domain and sometimes leave their job, which affects the project efficiency (Godoy & Allen, 2017). Burnout affects not only the professional's life but also the organization in terms of cost and time and decreases customer satisfaction and commutatively impacts project efficiency (Wu, Wu, Li & Dan, 2018).

We assume that victims of WB face a high level of emotional exhaustion and tiredness, which ultimately affects project efficiency, and burnout plays a mediating role and explains how workplace bullying harmfully affects project efficiency. So we hypothesize that

Hypothesis 4: Burnout mediates the relationship between WB and project efficiency.

2.1.9 Moderating Role of Supportive Leadership between Workplace Bullying and Burnout

Leadership is a very important element for the project-based organizations (Cserhati & Szabo, 2014). It can equally affect the project-based originations towards achieving goals because a leader can make and break things. A better and supportive leader helps the individuals to perform the organizational tasks and help the employees focus on the tasks. A supportive leader will give a direction towards individuals and he will also morally support the individuals towards achieving the organizational goals.

They act as the front runners and focus on achieving the given targets by keeping in mind the desired mental support which is required by each individual. A better leadership style helps to support the leaders in a better way. The current study as focuses here is on the leadership style of the individuals. The leader's supportive style can be very useful for the other employees as well. A supportive leader also works as a support system towards the organizational outcomes (I.e., Project efficiency). Many scholars have given attention to the supportive leadership styles to make the employees grow better to act as front-line runners (House, 1971), It also helps to cope stress (Kahn & Byosiere, 1992) and can affect in other multiple ways (Allen, Eby, Poteet, Lentz, & Lima, 2004).

A leader's expression, information that the leader floats can be very affective for the followers. (House, 1981). Leaders concern very much effect the mental health of the employee and that can be very dangerous in some circumstances as well. It also helps the individuals to make decisions and is also required for emotional support of the individuals. To cope the stress at workplace a supportive leader is required (Wentzel, Russell, & Baker, 2016; Skakon, Nielsen, Borg, & Guzman, 2010). A leader's supportive behavior is also followed by the other employees and helps it helps in overall growth of the organization (Bacharach & Bamberger, 2007). Similarly, in case of the immense pressure in projects it helps to cope with the stressors and pressures that are associated with adverse work environment. Negative penalties can affect the work environment (Vnnen et al., 2003). Products, skills, and compatibility required to improve the performance of the individuals helps to boost the performance of the employees. As a result, employees' performance can be enhanced through supportive leadership, as it's a crucial factor to enhance (Schermerhorn, Gardner, & Martin, 1990).

According to Russo Buonocore, Carmeli and Guo, (2018) there are many other factors that can enhance and push the supportive behavior of the employees. Places where there is a lot of pressure and anxiety like the projects where there is deadline as in the case of projects at workplace. The employees who experience stress they will need a supportive leader to cope the stressful situations. Only leaders can launch a supportive work environment and can assist the other employees to cope with the risks and other things suitable for enhancing the project efficiency. Thus, supportive leader helps the employees to cope with the other stressful behaviors as well (Kossek et al., 2018).

Considering relational strategies, HR experts state that inadequate supervision and poor leadership results in higher rates of turnover. Organizations must teach their managers practical leadership skills, and encourage honest and respectful mutual working relations; so the most important tool is, to be a leader rather than a manager (Mamun & Hasan, 2017) so that they appreciate the employee's performance and provide the tools for personal and professional development (Ferreira et al. 2017). Organizational support moderates the effect of dynamic personality on unusual workplace behaviors; Organizational support theory also emphasizes the

organization's role in employee behaviors (Eisenberger, Huntington, Hutchison & Sowa, 1986). The relationship between psychological ownership and servant leadership is moderated by Organizational support (Yıldız & Yıldız, 2015). Research shows that the employee's enthusiasm for expressing themselves is affected by that leader's behavior (Walumbwa & Schaubroeck, 2009; Detert & Burris, 2007; Duan, Lam, Chen & Zhong, 2010).

The employee's perception about safety and opportunity depends upon the leader's behavior, the more supportive the leader is, the more positive the employee will percept (Morrison, 2011). Authoritarian behavior gives rise to negative emotions in juniors like fear, anger, and burnout (Wilkinson, 1996; Wu, Farh, Cheng, Chou & Chu, 2006; Hsu & Cheng, 2003). Because these leaders want their employees to follow their orders, and they will only encourage the employees when, they will work according to their terms (Duan, Bao, Huang & Brinsfield, 2017). However, some proposed that it can help employees to defeat the negative emotions which hurt individuals (Chu, 2014). Wu and Liao (2013) said that it reduces the feeling of vagueness and reduces adverse effects on job satisfaction. Value parallelism between employee and organization increases employee interpretation of fairness and makes an employee feel valued that increases their confidence (Blader & Tyler, 2005). Supervisor's support can create a view of fairness in the minds of victims of bullying and can make them feel as, worthy and significant individuals (Nielsen, Christensen, Finne & Knardahl, 2020). Supervisor's support reduces the level of burnout and the effect of job demands on burnout and mitigates the effect of job resources on burnout (Chen & Chen, 2017). So we propose that,

Hypothesis 5: Supportive leadership moderates the relationship between workplace bullying and burnout.

2.1.10 Moderating Role of Supportive Leadership between Workplace Bullying and Project Efficiency

The concept of efficiency is very important yet rarely defined. All the three concepts of efficiency, effectiveness and efficacy are yet to be properly defined. Many of the researchers sometimes mix it with improvement of the project however, it is

a totally different concept. Some of the journals including the project management journal apply it for the improvement of the other parts of the project (Niebecker et al., 2008; Alam et al., 2010; Joslin and Müller, 2016). Others (among many, Badi and Pryke, 2015; Messner, 2015; Coetzer, 2016; Lahdenperä, 2016; Ssegawa and Muzinda, 2016). Moreover, this is sometimes linked to the project management practice which is linked and connected to the other elements linked to a project like leadership style, as in this thesis we are linking supportive leadership to project efficiency. Likewise, the time, cost, quality and other supporting tools matter to improve the efficiency of the project. Workplace bullying in this case will affect the efficiency of the project.

Many other authors like Drucker's (2000) quotes that leadership is about doing the right things with doing things right. It can also be linked to project management. Where the project success (efficiency in this paper) leadership will be linked to the efficiency of the project as the things will be right it will improve the efficiency of the project. According to the concept of Olsson (2008) efficiency is related to the output of the project directly and it adds to the owners and users. According to the scholar Eikland (2000) efficiency can be related to the cost, time and the time used. High efficiency means that the NGO projects that were carried out were completed within the time, cost and the budget assigned. Moreover, according to Eikland (2000) the measure of efficiency is linked to the way that the Project is also completed within the scope of the project that was initially decided. So, leadership plays an important role if we say that things should be done right and the leadership plays an important role in doing so.

In organizations, tasks may require an individual or team input, in the case of teamwork; employees have to depend on their leader, the colleagues, and the organizational policies to complete their tasks (Suggala, Thomas & Kureshi, 2020). The performance of an employee is dependent on the behavior and the leadership style of the leader (Lee, Idris & Tuckey, 2018). Workplace bullying has always been reported as a stressor, but social support has been introduced as a mediator to these work-related stressors (Nielsen & Einarsen 2012; Cassidy et al. 2014). Support can be from anyone in the organization. However, there is a difference between the supports provided by different sources, support from a colleague is

different from the support of a leader. The outcomes are also different according to that, support from a leader/supervisor leads to less criticism and abuse than support from a colleague (Zapf et al. 1996; Nielsen et al. (2019). A leader or supervisor can affect not only an individual's work-related environment but also the whole work environment (Nielsen 2013). Social support moderates the work-related stress. It has been seen in previous research that the negative association between bullying and any other aspect is moderated by supportive leadership (Blomberg & Rosander, 2019). Supportive leadership always lowers the risk of dysfunctioning rewards amongst employees exposed to workplace bullying (Clausen et al., 2019). It moderates the negative relationship between workplace bullying and Project Efficiency (Warszewska-Makuch et al., 2015). There is evidence on how the support from leaders help the frontline employees to regain their morale and energy, which are vital factors to perform their tasks in an organization (Myrden & Calloway, 2015). Nevertheless, there is a lack of study on other managerial actions like leadership style that can mitigate the consequences of workplace bullying on project efficiency (Cortina et al., 2017; Schilpzand, De pater & Erez, 2016; Zhu, Lam & Lai, 2019).

In most relationships, researchers such as Cao and Liang (2010) confirmed that POS is a mediator. Possible mechanisms for illustrating the successful effect of leading roles on the attitude of employees at work are perceived as organizational support (POS) (Baranik et al., 2010). This study aims to understand the role of supportive leadership in an organization. Kozlowski and Hults (1987) concluded that factors like the support of supervisors can predict employee innovative behavior factors. Organizational support strongly affects the systemic dynamics of emotional working (Keashly, 2001). Djurkovic, McCormack, and Casimir (2008) further argue that The POS mitigated the impact of bullying psychologically by educating them about the importance and concern for the satisfaction of the organization. Schreurs et al. (2012) examine superiors and fellow staff's role in fostering the relationship between vulnerability and other effects. The individual role is crucial for attaining organizational goals. However, workplace bullying creates a barrier in attaining the goals and is strongly linked with health-related problems. There is a lack of research related to the effects of workplace bullying on

work-related behavior (Nielsen & Einarsen, 2012). Workplace bullying decreases helping in project teams directly or indirectly, by distracting extra-role practices other than team goals which ultimately creates relationship conflict (Creasy & Carnes, 2017). If there is any adverse situation in the environment, it will affect the people working there and automatically effects the functioning of the organization. So, based on the arguments as mentioned earlier, we hypothesize that

Hypothesis 6: Supportive leadership moderated the relationship between workplace bullying and project efficiency.

2.2   Research Model
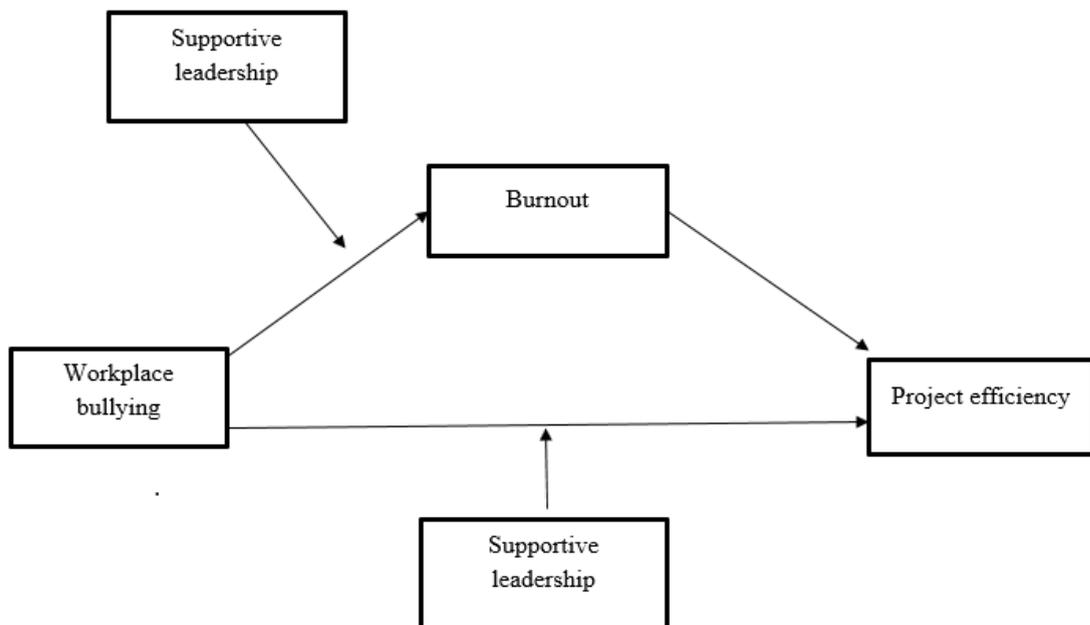
FIGURE 2.1: Research Model

Figure 2.1 shows the research model. In this figure there are four variables workplace bullying, burnout, project efficiency and supportive leadership. Workplace bullying is independent variable (IV), project efficiency is dependent variable (D), burnout is mediator (M) and supportive leadership is moderator. Conversation of resource theory states that resource loss is more significant then resource gain, because the loss in one domain will automatically cause resource loss in another domain. Relating this theory to our model when individuals face situations like

bullying they put their full energy and attention while handling with these situations and experiences energy loss. In such situations when individual face these stressors and the threat of loss of their valued resources, their wellbeing is badly affected. So the individual who face bullying become exhausted with it and it results into burnout that ultimately effects his performance. So our model is also supported by the conversation of resource theory.

2.3   Hypothesis of Study

H$_1$: Workplace bullying negatively affects project efficiency.

H$_2$: Workplace bullying positively affects burnout.

H$_3$: Burnout negatively affects project efficiency.

H$_4$: Burnout mediates the relationship between WB and project efficiency.

H$_5$: Supportive leadership moderates the relationship between workplace bullying and burnout.

H$_6$: Supportive leadership moderates the relationship between workplace bullying and project efficiency.

Chapter 3

Research Methodology

This chapter will explain the methodological framework, which is adapted to conduct this study to explain the relationship between workplace bullying and project efficiency, with the mediating role of burnout and moderating role of supportive leadership. In methodology, we have discussed the research design, population, sample, measurements of variables, and tools for data analysis. This chapter will discuss all the data collection methods. The study is designed in the light of the previous problems stated.

3.1   Research Design

Research design is referred to as a primary strategy to test the proposed relationships (Rubin, 1987, p. 85). Research design is composed of a type of study. For the current study, we will use the quantitative method to investigate the objective and research questions of the study, and the data will be collected from the NGOs the Project-based organization in the major cities of Pakistan because of the increased bullying cases at the workplace.

3.1.1   Type of Study

This research study is exploratory. A quantitative study is usually exploratory and explores the reasons, problems, and underlying issues. Therefore, we explored the

bullying issues. It measured the effect of workplace bullying on project efficiency while using burnout as a mediator and supportive leadership as a moderator.

3.1.2 Study Setting

The participants of this study were the people working in the NGO sector (project-based organization) in the major cities of Pakistan. They filled the questionnaires in their work settings. They were assured that their responses will be kept as a secret/confidential so that they fill the questionnaires without any fear and biases.

3.1.3 Unit of Analysis

The most important part of the research is the unit of analysis. The unit of analysis is the group of individuals from the population which we chose for our study. The unit of analysis depends upon the purpose and nature of the study. For this study, the unit of analysis was the employee working in the NGO sector of Pakistan so the data were collected only from the employees working in the NGO sector of Pakistan. The data was collected individually from each member.

3.1.4 Time Horizon

The method which we used for data gathering for this study was cross-sectional. The data gathering took approximately six months and were collected at once. The time was short; that is why we used the cross-sectional method to finish the thesis in a given time because time-lagged design could be difficult in a short span.

3.2 Population and Sample

It is tough work to collect the data from the whole population, so we select a sample that represents the whole population. In other words, the subset of the population is called the sample (Hair, 2015). The population we choose for the current study were the 277 employees working in the NGO sector in all major cities of Pakistan, and a questionnaire was distributed among these NGO's employees.

The technique which we used for data collection in this study was the survey method. It is an easy technique because data is collected from the number of people at the same time, as compared to other methods. In research studies, this method is mostly used to generalize the result of the whole population. We choose this technique for our study because we have limited time and resources. We approached the NGO employees by sending letters to top management.

Firstly, we took permission from the top management then we took the email address of those employees and sent them the questionnaires through google docs. We visit some NGO's personally. Due to the sensitivity of the issue, the name of the organization will be kept confidential.

3.2.1 Ethical Consideration

This study was conducted after the proposal review committee of Capital University of Science and Technology accepted the proposal. Permission was acquired from the head of the organization to let their employees participate in the study after showing the university recommendation letter and providing brief information about the purpose of the study as well as questionnaires to be distributed.

3.2.2 Sampling Technique

Due to time and resource constraints, the Convenience sampling technique was used for data collection. It is a widely used sampling technique in research studies for social sciences because it is time and energy saving, and the desired data and information are collected with less effort. We assume that the data collected from the population is a true representative of NGO's employees in Pakistan.

For data collection, survey questionnaires were distributed among staff working in different NGOs in Pakistan. All the items for the variables, workplace bullying, burnout, supportive leadership, and project efficiency were filled by the employees working in the NGO sector only. All the items in the questionnaire were responded to using a 5-point Likert scale where 1 (strongly disagree) to 5 (strongly agree).

3.3 Measurements

Items need to be responded, using a 5-point Likert-scale where one is for Strongly disagree, 2 for disagree, 3 for neutral 4 for agree, and 5 for Strongly agree.

3.3.1 Workplace Bullying

Five points Likert scale adapted questionnaire was used (Einarsen, Hoel & Notelaers, 2009), having twenty-two items to measure workplace bullying. The items for Workplace bullying include "Someone withholding information which affects your performance." "Being humiliated or ridiculed in connection with your work". "Being ordered to do work below your level of competence."

3.3.2 Burnout

To measure job burnout, we used the (Maslach et al., 1996) scale, which is composed of 22 items. The items include "I feel emotionally drained from my work." "I feel used up at the end of the workday." "I feel fatigued when I get up in the morning and have to face another day on the job."

3.3.3 Supportive Leadership

Four items-scale developed by (Schmidt, Loerbroks, Herr, et al., 2014) was used to measure supportive leadership. The items for supportive leadership include "Our supervisor treats us with kindness and consideration." "Our supervisor supports us in difficult situations."

3.3.4 Project Efficiency

The efficiency of a project is an element of the success of the project. The efficiency of a project is to complete the tasks on schedule, with both the agreed cost and scope (Shenhar & Dvir 2007; Serrador &Turner 2015). Three items developed by (Zwikael & Meredith, 2020) was used to measure project efficiency. The items

for project efficiency include "Timely achievement of project goals was used as a basis for rewarding project members." "Completing the project on time was an important factor in determining rewards for project members." "The project's performance on cost was used as a basis for rewarding project members."

3.4 Sample Characteristics

Different kinds of research involve different characteristics based on the issue under study. Gender, expertise, and qualification were therefore used as demographics in this study setting.

3.4.1 Gender

In demographics, gender is an essential part that focuses on fairness among men and women, hence why researchers are using it as a demographic component Both genders earn equal representation opportunities.

TABLE 3.1: Gender Frequency

Gender	Frequency	Percent
Male	160	57.8
Female	117	42.2
Total	277	100

In the table above, 3.1 reveals the percentage and frequency of men and women. It therefore shows that women contribute 42.2% to the industry, while men contribute 57.8%. That indicates that male respondents were larger than female.

3.4.2 Age

Age is something we quantify in terms of years. Age is observed as the most commonly used demographic in research studies. Individuals are often unwilling to reveal their true age, that's why the author provides them an age range of 18-25

and 26-33 and 34-41, 42-49 and above. It's simple to answer about age through these age groups.

TABLE 3.2: Age Frequency

Age	Frequency	Percent
18-25	129	46.6
26-33	92	33.2
34-41	41	14.8
42-49	12	4.3
50 and above	3	1.1
Total	277	100

Table 3.2 above reveals that most people are lying between the age group 18-25. Out of 277, the population is 46.6 percent, then there are 26-33 interviewees with a rate of 33.2%, 34-41 with the rate of 14.8%, 42-49 with a rate of 4.3%. Thereafter respondents aged 50 and above, respectively at a rate of 1.1%.

3.4.3 Qualification

Qualification is an integral aspect of demographics such as age and gender, as education is key to a country's development. Different phases of education must be identified to better collect data. Five separate categories have been listed to gather data on education in a questionnaire.

TABLE 3.3: Qualification Frequency

Qualification	Frequency	Percent
Matric	12	4.3
Bachelor	126	45.5
Master	82	29.6
MS/M.phil	55	19.9
PhD	2	0.7
Total	277	100

The following **Table 3.3** represents the frequency and percentage of qualifications at various levels. Researcher reveals qualification; 12 matric at the rate of 4.3%,

126 bachelors/graduates at the 45.5% rate; 82 master graduates with a 29.6% rate; 55 MS/MPhil with a 4.7% rate; 2 PhD graduates with 2.5% rate. The highest of all is bachelor/graduates.

3.4.4 Experience

The last demographic used was the respondents' experience. It is a major demographic factor. It helps to demonstrate the work Intimate tenure; it enables the analyst to observe the impact of worker experience on the job.

TABLE 3.4: Experience Frequency

Experience	Frequency	Percent
5 and less	159	57.4
13-Jun	82	29.6
14-21	30	10.8
22-29	5	1.8
30 and above	1	0.4
Total	277	100

Table 3.4 reveals that 57.4% of respondents are of 0-5 years of experience, 29.6% are having 6-13 years of experience,10.8% are having 14-21 years of experience. 1.8% are having 22-29 years of experience, 0.4% had 30 years and above.

3.5 Contribution of Study

Our study will contribute to the issue arising due to workplace bullying in the NGO sector of Pakistan, and it will help to overcome burnout issues due to workplace bullying by supportive leadership and will help to improve project efficiency. It will also help to reduce project failures due to workplace bullying and burnout. This research will also help to create awareness in people, recognize the unprofessional behaviors and their impact on project efficiency, and helps to avoid the bullying issues in organizations. It will guide the HR department that how they can train their employees to respond against bullying.

Chapter 4

Results

4.1 Data Analysis Techniques

Data from 277 respondents have been obtained and has been analyzed on the SPSS software. For analysis, the following steps have been taken:

1. Only fully completed answers have been considered, the rest responses have been discarded.

2. For the study, each variable was coded

3. The frequency of samples was defined and tables for the specified demographics were established.

4. The mean of each measured variable to also be evaluated.

5. Reliability analysis was carried out; Cronbach alpha of each variable was calculated.

6. The strength of the variables has been explored through correlation analysis.

7. Regression analysis was carried out using the model of Preacher and Hayes.

8. The preacher and Hayes system have been used to test hypotheses to verify whether hypotheses are accepted or not.

4.2   Descriptive Statistics

Descriptive statistics tell us all the fundamental information we gathered about the data. It defines the mean, minimal, limit, standard deviation (SD), and number of questionnaires used in research. The description of the answers in tabular is shown through descriptive stats. The following table includes the basic statistics from all constructs such as workplace bullying, supportive leadership, project efficiency, and burnout. The mean values indicate the respondent's approval to study agreements and differences. Higher mean values reveal the tendency of respondents to accept and lower values show a dissatisfaction inclination. Standard deviation (SD) is the calculated value that states how much the data are scattered or concerted nearby the mean. Average is referred to as mean or a central data value. Standard deviation, as the name implies, means how many responses vary from their average values.

TABLE 4.1: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
WB	277	1	5	3.4995	0.75831
SL	277	1	5	2.6101	1.20689
PE	277	1	5	3.1095	1.30913
BO	277	1	5	2.6773	0.68602

The maximum and minimum value for a five-point scale is seen in the table it shows the average and standard variance for the entire sample. The details indicate that 277 is a sample size and the average amount of workplace bullying in the table is at 3.496, the maximum value is 1.14, the minimum value is 4.95 and the standard deviation is 0.758 means that the employee agree that workplace bullying affects the project. Although the mean value of supportive leadership in the table was 2.61, the minimum value is 1, the maximum value is 5 and the standard deviation is 1.2 means that employees agree supportive leadership affects the project. Whereas the mean value of burnout is 2.7, the minimum value is 1.52, the maximum value 4.78, and the standard deviation is .68602 shows that employees agree burnout affects the project.

4.3   Control Variables

One-way ANOVA has been used in this study to test the effect of the control variable on the dependent variable. What we did was, classify demographic variables in this study such as age, qualification, gender, and experience one after another with dependent variable. ANOVA measures the relationship between variables by understanding each other's dependency, which ensures that an important demographic variable can be monitored if ANOVA represents those populations that have a large influence on the dependency. When the value range p is below 0.05, the demographic variables are marginal and do not need to be tracked.

TABLE 4.2: One-Way ANOVA

Control Variables	F-Values	Significance
Gender	0.034	0.853
Age	2.539	0.04
Qualification	2.329	0.056
Experience	3.873	0.004

Table 4.2 showed One-way ANOVA analysis which noticed demographic figures over various values where gender (F=0.034, p=0.853), age (F=2.539, p = 0.040), qualification (F=2.329, p=0.056), and experience (F=3.873, p=0.004). These values indicate that demographic value of gender and qualification are irrelevant because they are above the thresholds, thus these values have little effect on the dependence result and do not need the following study to monitor these negligible values. However, experience and age are less than threshold and are considered such that in further study the researcher monitors these.

4.4   Reliability Analysis

Consistency of scale is called reliability in the literature of psychometrics (Carlson et al. 2009) a scale that produces identical results in several scenarios is referred to

as a reliable scale. A widely accepted Cronbach alpha requirement is higher than 0.6-0.7. The result is considered accurate if the significance of Cronbach alpha is greater than 0.7 or equal to 0.7.

TABLE 4.3: Reliability Analysis

Variables	Items	Cronbach Alpha
Workplace bullying	22	0.949
Supportive leadership	4	0.881
Project efficiency	3	0.937
Burnout	23	0.933

In the table above Instrument Cronbach values are listed. The value of Cronbach alpha of workplace bullying is 0.949 in the current study, supportive leadership Cronbach alpha is 0.881, Project efficiency Cronbach alpha is 0.937, and burnout Cronbach alpha is 0.933 in the current study.

4.5 Correlation Analysis

Correlation is the statistical approach used for assessing the relationship between two variables. The purpose of this study is to study the relationship between workplace bullying and the project efficiency with mediating role of burnout and moderating role of supportive leadership. The correlation is considering the variation between arrangements whether they vary at the same time or not. Correlation analysis evaluates the significance and severity based on Pearson correlation values.

The Pearson value range is -1.0 to +1.0, when the value is almost zero, it indicates that there is no correlation among variables. If the value exceeds zero, then a positive and solid association between variables is indicated which means both variables are in a similar direction, and a Significantly raise in one variable raises another variable. The negative value sign indicates that constructs moves in the opposite direction; this indicates that variables have indirect relationships.

TABLE 4.4: Correlation Analysis

S. No	Variables	1	2	3	4
1	Workplace bullying	1			
2	Supportive leadership	-.548**	1		
3	Project efficiency	-.687**	.574**	1	
4	Burnout	.389**	-.287**	.480**	1

*N=277 **. Correlation is significant at the 0.01 level (2-tailed).*

Table 4.4 Correlative findings suggest the association between workplace bullying and supportive leadership as r=-.548**at p<0.01, and is negative and significant, workplace bullying, as r=-0.687**at p<0.01, has a negative and significant relation to project efficiency, and workplace bullying has positive and significant relation with burnout as r=0.389**** at p<0.01. supportive leadership has a positive and significant relationship with project efficiency as r= .574** at p<0.01, whereas supportive leadership is negatively correlated with burnout and significant as r= -.287** at p<0.01. Project efficiency is positively correlated with burnout as r=.480** and also significant as p<0.01.

4.6 Regression Analysis

To determine the causal relations between variables regression analysis is done. This analysis shows that how often the independent variable changes the dependent variables. There are two forms of regression, one is simple and the other is multi regression but in this study, we used simple regression. In this research, the effect and influence of workplace bullying on project efficiency were examined by a linear or simple regression.

TABLE 4.5: Simple Regression

	β	**T**	R^2	ΔR^2
IV to DV (WB to PE)	-0.687	-15.694	0.472	0.471

Simple regression in **Table 4.5** showed that workplace bullying is negatively related to project efficiency and significant as the beta value = -0.687 and p < 0.001.

So the beta value shows that workplace bullying is negatively correlated with the project efficiency and the p-value < 0.001 shows that it is strongly significant. R^2 =0.472 notes that the workplace bullying changes will be negative, as if a single unit change occurs in workplace bullying, this will contribute 47.2% to the project efficiency. So our hypothesis 1 is accepted which is

H1: Workplace bullying negatively affects project efficiency.

4.7   Mediating Role of Burnout

We conduct Preachers and Hayes (2004) model 4 in the SPSS for mediating research, to evaluate the mediation between workplace bullying (IV) and project efficiency relationships (DV). Mediation testing is carried out to assess whether or not the mediator mediates between the independent variable and the dependent variable. In the proposed investigation workplace bullying is used as an independent variable (X) and project efficiency as a dependent variable (Y) and burnout as a mediator (M). For mediation analysis, we checked workplace bullying (X) impact on burnout (M) path a, burnout (M) influence on project efficiency (Y) path b, direct effect of workplace bullying (X) on project efficiency (Y) path c', total effect of workplace bullying (independent variable) (X) on project efficiency (dependent variable) (Y) path c and indirect effect of workplace bullying (X) on project efficiency (Y) through relationship conflict (M).

Table 4.6 shows that workplace bullying to burnout has β=0.3516*** at p<0.001 which is the path a which means that workplace bullying has a positive impact on burnout and is significant as the p-value is less than 0.001. So hypothesis 2 is accepted which states that,

H2: Workplace bullying positively impacts burnout.
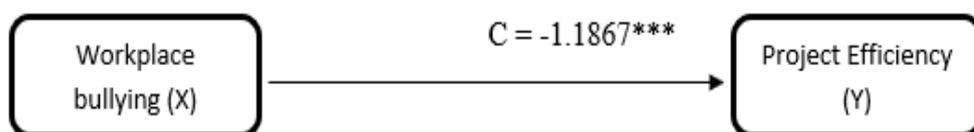
FIGURE 4.1: Direct Path
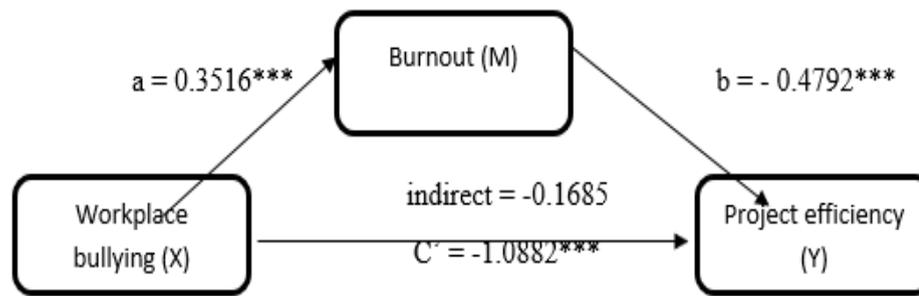
FIGURE 4.2: Indirect Path

TABLE 4.6: Direct and Indirect Path

Path's	β	
WB (X) to BO (M) Path a	0.3516***	
BO (M) to PE (Y) Path b	-0.4792***	
Direct Effect WB (X) to PE(Y) Path c'	-1.0182***	
Total effect WB (X) to PE (Y) path c	-1.1867***	
Indirect Effect (a*b)	-0.1685	
	LL95%CI	UL95%CI
Bootstrap for Indirect Effect	-0.3149	-0.0937

The co-efficient of un-standardized regression is mentioned. The sample for Bootstrap was 1000. N=277, *p<0.05; **p<0.01; ***p<0.001 LL for Lower Limit CI for Confidence Interval and UL for Upper Limit.

Table 4.6 shows Burnout (M) has a negative effect on project efficiency (path b) having a beta value -0.4792 and p<0.001 which means that its significance at the p-value is less than 0.001. This effect demonstrated that our hypothesis 3 is being supported as there is a negative and significant association between burnout (M) and project efficiency (Y). So hypothesis 3 is accepted which is

H3: Burnout negatively affects project efficiency.

The direct effect of Workplace Bullying to Project efficiency is negatively associated and has a significance having beta value -1.0882 p<0.001 means that path c' or direct effect is significant. Results showed that the total effect of workplace bullying on project efficiency is negatively associated and significant with having

a beta value of -1.1867 p<0.001 where p-value indicates that it's significant. The indirect effect (Path a*path b) is also negative and significant as beta value -0.1685 and bootstrap lower limit 95% confidence interval is -0.3149 bootstrap upper limit 95% confidence interval is -0.0937. Bootstrap limits have the same signs as there is no zero between these so the indirect effect is significant. So the hypothesis 4 is accepted and here is partial mediation as direct and indirect both are significant that states;

H4: Burnout mediates the relationship between WB and project efficiency.

4.8   Moderation Analysis

To determine the impact of the moderator (v) between burnout (M) and project efficiency, we carry out preachers and Haye's (2004) model 1 through PROCESS macros in SPSS. It is conducted to verify the moderator (V) effect, that the mediator (M) and the dependent variable are influencing (Y).

TABLE 4.7: Moderation Model 1

	β	R^2	SE	T	P
Int-term 1	-0.1665	0.0299	0.0525	-3.1713	0.0017
			LL95%CI	UL95%CI	
Bootstrap for int-term 1			-0.2699	-0.0631	

Co-efficient of un-standardized regression is mentioned. N=277, *p<0.05; **p<0.01; ***p<0.001

Hypothesis 5 presumes that supportive leadership moderates the link between workplace bullying and burnout. **Table 4.7** shows that moderated relationship exists workplace bullying and burnout as the combined effect of workplace bullying (WB) and supportive leadership (SL) on burnout having beta value -0.1665 R Sq change=0.0299 se = 0.0525 p = 0.0017 which express significant relation and also

bootstrap result lower limit of 95% confidence interval value -0.2699 and upper limit 95% confidence interval -0.0631 both are having same signs which means that moderation is present and it is significant too and this demonstrates supportive leadership (SL) as a moderator reduces the effect of workplace bullying (WB) on burnout (BO). So our hypothesis 5 is accepted which is;

H5: Supportive leadership moderates the relationship between workplace bullying and burnout.

TABLE 4.8: Moderation Model 2

	β	R^2	Se	T	P
Int-term 2	0.6056	0.1086	0.0671	9.0277	0
			LL95%CI	UL95%CI	
Bootstrap for int-term 2			0.4735	0.7375	

Co-efficient of un-standardized regression is mentioned. N=277, *p<0.05; **p<0.01; ***p<0.001

Hypothesis 6 presumes that supportive leadership moderates the link between workplace bullying and project efficiency. **Table 4.8** shows that moderated relationship exists workplace bullying and supportive leadership (SL), as the combined effect of workplace bullying (WB) and (SL) on project efficiency (PE) having a beta value of 0.6056 R Sq change=0.1086 se = 0.0671 p = 0.0000 which express significant relation and also bootstrap result lower limit 95% confidence interval value 0.4735 and upper limit 95% confidence interval 0.7376 both are having same signs which means that moderation is present and it's significant and this demonstrates supportive leadership as a moderator reduces the effect of workplace bullying (WB) on project efficiency (PE). So the hypothesis 6 is accepted which says;

H6: Supportive leadership moderates the relationship between workplace bullying and project efficiency.

4.9   Summary of Hypotheses

Table 4.9: Hypothesis Summary

Hypothesis	Statement	Results
H1	Workplace bullying negatively affects project efficiency	Accepted
H2	Workplace bullying positively affects burnout.	Accepted
H3	Burnout negatively affects project efficiency.	Accepted
H4	Burnout mediates the relationship between WB and project efficiency.	Accepted
H5	Supportive leadership moderates the relationship between workplace bullying and burnout.	Accepted
H6	Supportive leadership moderates the relationship between workplace bullying and project efficiency.	Accepted

Chapter 5

Discussion and Conclusion

5.1 Discussion

They key aim of this study is to address workplace bullying problems on project efficiency and respond to questions which are not addressed specifically in NGO sector of Pakistan concerning the issues of workplace bullying. And how these challenges affect the performance of projects specifically NGO's projects. Burnout was researched as an outcome of workplace bullying. In our research, we have investigated burnout as a mediator between workplace bullying and project efficiency not before investigated. Results show that there is a negative relationship between workplace bullying and project efficiency and burnout mediates their relationship. Results also show that the moderating role of supportive leadership is significant between workplace bullying and burnout as well as workplace bullying and project efficiency.

5.1.1 Workplace Bullying and Project Efficiency

H1: Workplace Bullying negatively affects Project efficiency

Results show that the workplace bullying is negatively related to project efficiency and significant as the beta value = -0.687 and p < 0.001. So the beta value shows that workplace bullying is negatively correlated with the project efficiency and the p-value < 0.001 shows that it is strongly significant. R^2 =0.472 notes that the

workplace bullying changes will be negative, as if a single unit change occurs in workplace bullying, this will contribute 47.2% to the project efficiency

Results show that bullying at work predicts considerably the efficiency of the project, as well as several studies, support this relationship, Just, as Pelletier (2015) indicated that bullying in the workplace has a detrimental impact, on the project on the workplace, the project team efficiency, and budget have the greatest influence. Literature thus promotes a negative workplace association between bullying and project efficiency such as boss bullying. Whether discourage or promote team cohesion so that it can impact the efficiency of the project. Team bullying has a positive and devastating impact on team efficiency (Coyne et al., 2010). The data collected from the project-based organizations of Pakistan reveal that bullying in the workplace affects the efficiency of projects. This result would therefore lead to Pakistan's organization's awareness regarding bullying and follow such strategies that can be used to mitigate bullying in the workplace to overcome the negative feeling of work. Because of bullying at the workplace workers are discouraged to share their ideas on projects that can impact project efficiency in Pakistan. previous research also values the role of our present relationship and also our findings are backed by previous studies (Nielsen, Pallesen, Harris & Einarsen, 2018; Samnani, Boekhors, & Harrison, 2016; Hershcovis, Reich & Niven, 2015; Bartlett & Bartlett, 2011; Vartia, 2001). This gives proof that bullying on project structure, productivity, and employee has a negative working atmosphere relationship. As per Creasy and Carnes (2017), the project performance drops consistently as a result of workplace bullying. Workplace bullying is characterized as abuse, offense, social exclusion, or adverse effect on somebody's duties for the job (Einarsen, Hoel & Cooper, 2003).

With the description of workplace bullying, we can recognize the impact of bullying on project efficiency. Literature indicates that the efficiency of the project consists of few crucial success indicators which are often known as success milestones. These key parameters include time, cost, quality, and project team all of which reduce due to bullying at the workplace (Creasy & Carnes, 2017). Bullying in the workplace often disrupts the learning process of the team and adversely impacts project efficiency. The people addressing bullying assume that their job

performance is poorer in the workplace (Hirst, Van Knippenberg & Zhou, 2009) and the deficiency of team output leads to project failure. It is difficult for the employee to concentrate on his work in such an unpleasant situation. Besides, a survivor has more than once encountered such attitudes that disturb him mentally and emotionally.

Existing studies of project failure in Pakistan reveal that there is still a great deal of organizational discrimination and lower employee satisfaction away from economic challenges or evolving industries (Nasir & Bashir, 2012). Most example of workplace bullying is pessimistic in gesture or staring at target, neglect them, grieve or ignore them, fail to respond, chuckle and overlook target-oriented and underestimate the work of targets. The results of current research are compatible with the claim that workplace bullying negatively impacts project efficiency and it was also found that bullying in the workplace is also a reason for project failure.

5.1.2 Workplace Bullying and Burnout

H2: Workplace Bullying Positively Affects Burnout

This hypothesis was accepted as the findings showed that the association between workplace bullying and burnout is positive and significant as β=0.6393*** t=10.6, and p=0.000 means that p<0.01 it shows the significance of the result. These values indicate that the relationship between bullying in the workplace and burnout is positive as the Beta value is 0.6393 which means that there would be a rise of 63 percent in burnout if there is a rise in bullying in the workplace.

Many studies support this correlation, such as burnout, which increases turnover, tension, absence and poor performance (Lewis & Rayner, 2003). Literature therefore suggested that the relationship between bullying in the workplace and burnout is positive. Another research indicated that various kinds of disputes, including mission conflicts and burnout, have a positive link with the workplace (Ayoko, 2003). The likely reason to accept this assumption is that if abuse, such as bullying, happens between team members or team supervisors, interpersonal disputes may lead to increased bullying, especially if managers or supervisors deny or ignore the problem in the team (Einarsen et al., 2003).

Therefore, in the workplace, bullying can become an escalation of emotionality, tension, and burnout. Because of bullying in the workplace, workers feel demotivated to share views and ideas about projects that can influence the success of projects. As measured from the sample collected, it shows that Pakistan's organizations confront workplace bullying problems. This research would also contribute to increase awareness of bullying in the workplace and how to prevent and deal with burnout problems. Avoiding harassing and contradictory actions can help workers become committed to the organization and expected to stay for longer durations with the organization.

5.1.3 Burnout and Project Efficiency

H3: Burnout negatively affects project efficiency

The findings go according to our assumptions Burnout (M) has a negative effect on project efficiency (path b) having a beta value -0.4792 and $p<0.001$ which means that its significance at the p-value is less than 0.001. This effect demonstrated that our hypothesis 3 is being supported as there is a negative and significant association between burnout (M) and project efficiency (Y).

Workers control many resources of the organization, Often, any resources are used or abused. Such abuse of resources may come in the form of time, once shipments, raw materials, fully completed products, or services provided by them. Workplace bullying can lead workers to take action. Studies have shown that the ignored concept is a principal reason for a difference from the workplace; Dissatisfaction in the workplace is also an issue. Depending on harassment, the level of communication with your boss reduces the amount of work/environment information that you receive. As the supervisor's knowledge decreases, subordinates could not mitigate the perceived vulnerability and could be less associated with the company and its task.

A bad and aggressive supervisor attitude has a detrimental effect on the performance of the project. Teams with high levels of partnership disputes decide poorly and have fewer commitments. Lack of decision-making and low-quality decision-making can also discourage the team from remaining in the project and

achieving their project objectives. As previously mentioned, everyone works for his professional growth, if everybody is not given equal opportunity to work or if the environment is not fair to work, relational discrepancies will arise. The results also show clearly that the relationship between burnout and project efficiency is negative.

Job burnout affects not only the individual daily routine of a professional but also results in overruns in time and cost and reduces customer satisfaction. Results show that the total effect on project performance is adverse. Burnout will result in absenteeism, the intention to turnover, and the real turnover of employees. The most direct result of burnout is a decline in productivity and effectiveness (Cordes et al., 1993). The findings show a negative impact on the efficiency of the project (Leung et al., 2011; Maslach et al., 1996).

5.1.4 Mediating Role of Burnout

H4: Burnout mediates the relationship between WB and project efficiency

As results show that the direct effect of Workplace Bullying on Project efficiency is negatively associated and is significant having the beta value of -1.0882 $p<0.001$ means that path c' or direct effect is significant. Results showed that the total effect of workplace bullying on project efficiency is negatively associated and significant with having a beta value of -1.1867 $p<0.001$ where p-value indicates that it's significant.

The indirect effect (Path a*path b) is also negative and significant as beta value -0.1685 and bootstrap lower limit 95% confidence interval is -0.3149 bootstrap upper limit 95% confidence interval is -0.0937. Bootstrap limits have the same signs as there is no zero between these so the indirect effect is significant. So the hypothesis is accepted and here is partial mediation as direct and indirect both are significant. In respect of this hypothesis, Burnout mediates the relationship between bullying in the workplace and Project efficiency. Burnout is positively associated with employee absenteeism, withdrawal, and behaviors that lead to corporate poor performance (Robinson & Bennett, 1995). The research investigates

the burnout of employees due to an unpleasant atmosphere or environment that promotes deviant behavior (Sims, 1992).

Rai and Agarwal (2017) indicated that bearing bullying in workplaces would enable employees to experience negative feelings, actions, and behaviors. we used burnout as mediation for the finding of the best mechanism of workplace bullying and project (Naseer et al., 2018).

Unethical conduct was often personified as a form of direct conflict between the victim and the supervisors (Tepper, Moss & Dufy, 2011; Hershcovis, 2011). Besides, the victim of bullying confronts a negative experience in bullying workplaces that affect his emotional and physiological capabilities. He then continues to behave harshly and humiliatingly in the form of a burnout against others (Francoili, Hogh, Costa & Hansen, 2016). Victim is also getting careless, poor self-esteem, inflexibility, conflict, and non-participatory performance in the project affecting project efficiency (Francoili et al 2016).

In this paper, we assumed that the association between workplace bullying and project efficiency affecting by burnout. In current research, the hypothesis is acknowledged and validated by favorable findings. The findings show that burnout is a big mediator between WB and project efficiency. Robinson and Bennette (1995) has highlighted favorable out, as it is the type of employee behavior by which the project efficiency is affected. We concluded that when the individual behavior the employees are working in a bullying environment, the behavior burnout. The success of the entire project thus decreases due to the workers with burnout and who intend to consciously hit the project's success. An employee who is burnout attempts additional leaves, arrives too late at the workplace, and tries to harm the organization and project well-being he works under.

The overall project consequently leads to failure and not success. We therefore explored the relationship between WB and the project efficiency is mediated by burnout. Additionally, burnout is positively related to workplace bullying and have a negative effect on project efficiency. Our hypothesis is also supported by previous studies and current findings. It is thus proven that burnout mediates the relationship between the Workplace bullying and project efficiency.

5.1.5 Moderating Role of Supportive Leadership

H5: Supportive leadership moderates the relationship between workplace bullying and burnout

Moderating variable B=-0.0840 and p = 0.0055, which express significant relation and also bootstrap result lower limit 95% confidence interval value -0.1431 and upper limit 95% confidence interval -0.0249 both are having same signs which means that moderation is present and it is significant too while B means that a unit's change reduces 8 percent effect of bullying at work on the project efficiency.

The findings indicate that the hypothesis is accepted and validated by researchers and practitioners' previous work. The findings seem to be that the values are quite significant and met the expectations. This study is conducted in Pakistan, a community society that means that people live with their family and friends closely. Substantiated and pleasant behavior by the boss creates a harmless environment for employees (Kahn, 1990; May, Gilson & Harter, 2004). Employees feel encouraged and not fearful of a supportive environment; take any chances because they feel confident that their boss supports them, which is one of the main consequences of encouragement (Kahn, 1990). Employees probably ought to behave genetically in settings where superior people support. The amount of support gained from the leaders or superiors is thus a key factor in the success of a project (Schermerhorn, Gardner & Martin, 1990) When workers are happy with their jobs, since they get support from the immediate superiors or representatives of their organizations, they feel empowered and more dedicated to their tasks. Employees do their job fairly and become engaged in their jobs so that they feel more energy and learn at work as they become more interested in their work. Interlinked literary findings have disclosed the encouragement of superiors (Huang et al., 2013), effectively mitigating workplace bullying's negative effect.

If the leader trusts, takes care of, and motivates the employee, then it can help to execute tasks effectively and efficiently. A variety of studies have shown that superiors and subordinate performance have a significant positive relationship (Farris & Lim, 1969; Greene, 1975; Lowin & Craig, 1968). Supporting leadership enhances employment efficiency without increasing job stress (Rowold & Schlotz,

2009). As workers find their leaders' positive attitude, they work more passionately and manage stress more effectively. The support from colleagues has been shown to also play a persuasive role in handling stress and performing efficiently, along with a supporting leadership. Employees working with positive superiors are more happy and stress-free. Similar findings have been seen in a study that was carried by Ahmad and Halim (1982) using supportive leadership as a moderator. The findings are consistent with House (1970) and House and Mitchell (1974)'s leading path theory, which focuses on the obligation to support employees facing stress at work. This leadership style is effective in the circumstance of challenging situations for employees. Also, Imtiaz and Ahmed (2009) reported that the employees without adequate leadership support did not perform better than the employees with supportive leadership. Previous studies also show that workers with a greater risk of stress do not want to achieve better results (Rose, 2003), Management support at this stage may play a key role in reducing stress (Stamper & Johlke, 2003). Management support acts as a barrier that can reduce stress and positively increase the level of efficiency.

5.1.6 Moderating Role of Supportive Leadership

H6: Supportive leadership moderates the relationship between workplace bullying and project efficiency.

Results shows that moderated relationship exists workplace bullying and supportive leadership, as the combined effect of workplace bullying and supportive leadership on project efficiency (PE) having a beta value -0.1357 se = 0.0359 p = 0.0002 which express significant relation and also bootstrap result lower limit of 95% confidence interval value -0.2064 and upper limit 95% confidence interval -0.0649 both are having same signs which means that moderation is present and it's significant and this demonstrates supportive leadership as a moderator reduces the effect of workplace bullying (WB) on project efficiency (PE).

Schreurs et al. (2012) have evaluated the moderating impact of supervisor's support in the combination of workplace bullying and project efficiency; these findings indicate that supervisor's support cushions against the negative effect of workplace

bullying on the performance of employees. The direct effects of supportive leadership on project efficiency were verified by researchers (Dumdum et al., 2002: Judge et al., 2004). When the leader is supportive, responsive, and inspiring, then it will help to achieve work required effectively and efficiently by subordinates. Supportive leadership increases job efficiency without increasing strain at work (Rowold & Schlotz, 2009). Research also reveals that when workers find their leaders to be encouraging, they are more dedicated and better at coping with stress. Supporting leadership has been seen to play a crucial role in addressing stress and performing well. Beehr and Love (1980) also confirmed through their findings showing that employees who receive support from supervisors and employees can handle higher levels of stress and are not more stressed than one without that support. Similar results were demonstrated in a study carried out supportive leadership as a moderator (Ahmad & Halim, 1982). Literature also reveals that employees that lacked adequate leadership support did not perform better than people who had supportive management (Imtiaz & Ahmed, 2009). In the past, research indicates that people who are more vulnerable to stress are reluctant to perform better (Rose, 2003) and management support can at that point play an important role in reducing the degree of tension (Stamper & Johlke, 2003). Supportive leadership acts as a buffer that reduces stress and improves efficiency significantly.

5.2 Implications

5.2.1 Theoretical Implications

This study has helped to the current Emerging field, which is project management. In previous literature, bullying has been linked with many other variables such as project success, religious values, mood disorders, social anxiety, etc. (Newman et al., 2017; Creasy & Cranes, 2017; Garandaeau, 2018). This research expands our interpretation of literature on workplace bullying by focusing on the efficiency project. This research contributed crucial factors: Firstly, this study hypothesizes the association between bullying in the workplace and project efficiency, and the relationship was supported by the results. Secondly, there is an understanding of

the effect of bullying on project efficiency with the moderating role of supportive leadership. We have also checked the mediating role of burnout between workplace bullying and project efficiency and is also supported by the results. While bullying was examined with several factors including mental health issues, post-traumatic depression, exhaustion, health problems, insomnia, and low job satisfaction in the workplace in the previous research (Nielsen & Einarsen, 2012). Therefore, the impact of workplace bullying on project efficiency is mainly explored in this research not previously studied with the mediating function of burnout in the workplace and moderating role of the supportive leadership.

5.2.2   Practical Implications

The finding of this study provides several practical implications. This study has therefore explained some specific problems which are equally important to managers, staff, and the entire organization, as Pakistan has a high power distance culture that requires much new research to resolve such an aspect of Pakistan's culture, explaining uncertainty concepts, to strengthen the relationship between managers and employees by removing the workplace bullying culture. After evaluating, the conclusion is that certain answers vary from previous studies and literature perceptions, primarily from a high power society gap, so that the implications could not extend to cultures other than Pakistan.

The findings of this research have shown that the association between workplace bullying and project efficiency is negative. This study therefore shows that organizations should recognize bullying behaviors, make employees aware that they should respond to such behaviors. Organizations should encourage workers to communicate to their leader or the department involved, if they encounter bullying incidents, like the HR department.

Organizations need to establish such a culture in which workers feel encouraged and empowered to share their unbiased feedback. This helps them to carry out all project tasks efficiently, thereby enabling the organization to achieve the desired project goal according to requirements. This research explores the effect of the workplace bullying on project efficiency and provides a very special aspect to the

supervision of the project managers from the previous project failure literature. This study examined new relations, essential for attaining the competitive advantage of emerging Pakistani project-based companies in this diverse and innovative climate.

Workplace bullying is taken more seriously in the western setting. Scarce number of studies have been conducted in western setting. Such issues are taken less seriously especially in Pakistan where there is unemployment and the job market is also saturated so if people raise such issues they are not usually taken seriously. However, as workplace bullying is a stressor, it is doing its work under the carpet. It has been seen to cause high rate of stress among individuals. Being bullied a person becomes unable to perform fully and resultantly the productivity of the organization is compromised. The basis of this concept can be understood through the conservation of resource theory. As if there would be such circumstances the employee resources that help an individual to overcome negative circumstances will result in resource loss. Such resource loss according to the conservation of resource theory results in further future resource loss. Further resource loss may include the resource loss required for the success and achievement of a particular goal. Therefore, this may result in decreased performance due to stress, anxiety and depression caused by the negative effect that is workplace bullying.

Furthermore, the exhaustion caused by the workplace bullying may lead employees to the stage of burnout where they may become unable to work and focus on the project tasks assigned. Project tasks unlike the traditional organizations are different. Burnout situation of project employees can have very negative effect on the project outcomes i.e. (Project efficiency).

Burnout also affects operational organizations so we can predict how much it can be harmful in project-based setting, where every time there is something new and unique. Thus, the resource loss occurred through the workplace bullying will further result in reduced project efficiency through burnout. Project efficiency will result in increased costs and enhanced schedules that can be very harmful for the organizations. Therefore, workplace bullying should be timely identified so that the adverse and more negatives results could be eliminated such as cost overrun, and delay in projects. This study is especially studied in NGO sector where

there are usually projects related to poverty reduction, sanitary measures etc. which are very important for the humanity and if in such projects we are harming the employees through bullying then the aim of the NGO is being negated. So, measures should be taken to reduce poverty as in case of supportive leadership, if a leader is supportive, such cases will be lessened. A supportive leader will timely identify the issues reducing the chances of burnout and project efficiency. Therefore, in this study we have evidenced that how like other positive aspects supportive leadership can help the employees greatly so that the project-based organizations could work better.

5.3 Limitations

Each research has certain limits, insufficiencies, or barriers and this research has also certain reservations. Since the thesis was a master's thesis, the resources and the time were limited. The current study faced few limitations, so that these restraints should be known to future researchers. The first restriction is a time limit since only one mediator and moderator is used, to enhance the model, researchers can use more than one mediator as well as a moderator. Our second limitation is, data collected from Pakistan only due to resources and time restraints, this is why research in many countries and various sectors has been difficult to perform. So in the future, data from more than one country can be gathered. Data was collected from the project-based organization of Pakistan, so the findings will be different when a study in other cultures is implemented. Another downside of this analysis was that because of time and resource constraints, the sample size was very limited and we used realistic sampling for this dissertation that could impact the generalizability of the study. Data were not gathered at lags; it was a cross-sectional analysis so potential investigators can collect data in lags.

5.4 Future Directions

There is always the capacity to identify the direction of the future so this study has. It should be empirical in the future. After that, the study was conducted only

in the major cities of Pakistan, which could raise the problem of cultural impact. Therefore, potential researchers should look at similar relationships beyond this small culture or country. We used burnout and supportive leadership as a mediator and moderator, other contextual and conditional factors should be examined by potential researchers. The present study is quantitative in nature and the future, it can be performed in descriptive form. Hypotheses that are not accepted can be re-analyzed by using different sectors or fields of project management.

5.5   Conclusion

The current study aims to investigate, the impact of workplace bullying on the project efficiency with the mediating role of burnout and moderating role of supportive leadership. This study was conducted in a project-based organization in Pakistan. Previous research supports organizations being exposed to various forms of bullying such as verbal harassment, derogatory behavior, physical contacts, and so on, and this may impact the relationship between team members that can result in reduced work performance. The present study is the first to acknowledge workplace bullying and the efficiency of projects in the project-based organization of Pakistan. The data were collected from the individuals working in the project-based organizations in major cities of Pakistan. The data were collected through an online survey from the individuals working in the project-based organization of Pakistan. 287 responses were received but out of those 287, we used 277 for our analysis because those were filled properly and completely.

Previous research supports the fact that companies are being exposed to various forms of bullying, such as verbal attacks, unpleasant acts, physical violence, etc. Which may cause burnout between team members, leading to decreased project team results. The proposed assumptions include that workplace bullying negatively affects the efficiency of the project and our results support it and its significance. When burnout is integrated as the mediating variable, the effects on the outcome variable that is project efficiency (PE) are significant. Conversely, the effect was very significant with the moderating variable that is supportive leadership (SL). However, workplace bullying negatively affects the project efficiency,

and supportive leadership moderates the relation as it lowers workplace bullying in an organization.

In this study, all hypothesis are acknowledged in the Pakistani framework, with the help of past findings. This research helped in the field of workplace bullying and the efficiency of a project because there was less/limited literature on these variables. This research contributed to the integration of a new mediator burnout between workplace bullying and the project efficiency.

This research would also contribute to increase awareness of bullying in the workplace and how to prevent and deal with burnout problems. Avoiding harassing and contradictory actions can help workers become committed to the organization and expected to stay for longer durations with the organization. That is why organizations must monitor or prevent bullying in the organization, to increase the team's efficiency, achieve objectives and improve the organization's overall performance.

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Appendix-A

Questionnaire

Dear Respondent

I am MS (Project Management) research student at Capital University Science and Technology (CUST), Islamabad; I am collecting data for my thesis. "**Impact of workplace bullying on project efficiency with the mediating role of burnout and moderating role of supportive leadership**." It will take your 10-15 minutes to answer the questions and to provide valuable information. I assure you that data will be strictly kept confidential and will only be used for academic purposes.

Sincerely,

Qura-tul-Ain Naeem,

MS Research Scholar,

Faculty of Management and Social Sciences,

Capital University Science and Technology, Islamabad.

Section 1: Demographics

Gender	1- Male 2- Female
Age(years)	1 (18-25) 2 (26-33), 3 (34-41), 4 (42-49), 5 (50-above)
Qualification	1(Matric), 2 (Bachelor), 3 (Master), 4 (MS/M.Phil.), 5 (PhD)
Experience(years)	1 (5 and Less), 2 (6–13), 3 (14-21), 4 (22-29), 5 (30-above)

Section 2: Workplace bullying

Please insert a checkmark ($\sqrt{}$) in the appropriate column to indicate whether you agree or disagree with each of the following statements: 1= strongly disagree, 2= Disagree, 3 = Neutral, 4= Agree, 5= Strongly Agree.

1	Someone withholding information that affects your performance.	1	2	3	4	5
2	Being humiliated or ridiculed in connection with your work.	1	2	3	4	5
3	Being ordered to do work below your level of competence.	1	2	3	4	5
4	Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks.	1	2	3	4	5
5	Spreading gossip and rumors about you.	1	2	3	4	5
6	Being ignored or excluded.	1	2	3	4	5
7	Having insulting or offensive remarks made about your person, attitudes, or your private life.	1	2	3	4	5
8	Being shouted at or being the target of spontaneous anger.	1	2	3	4	5
9	Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, are blocking your way	1	2	3	4	5

10	Hints or signals from others that you should quit your job.	1	2	3	4	5
11	Repeated reminders of your errors or mistakes.	1	2	3	4	5
12	Being ignored or facing a hostile reaction when you approach.	1	2	3	4	5
13	Persistent criticisms of your errors or mistakes.	1	2	3	4	5
14	Having your opinions ignored.	1	2	3	4	5
15	Practical jokes carried out by people you do not get along with.	1	2	3	4	5
16	Having allegations made against you.	1	2	3	4	5
17	Being given tasks with unreasonable deadlines.	1	2	3	4	5
18	Excessive monitoring of your work.	1	2	3	4	5
19	Pressure not to claim something to which by right you are entitled (e.g. sick leave, holiday entitlement, and travel expenses).	1	2	3	4	5
20	Being the subject of excessive teasing and sarcasm.	1	2	3	4	5
21	Being exposed to an unmanageable workload.	1	2	3	4	5
22	Threats of violence or physical abuse or actual abuse	1	2	3	4	5

Section 3: Supportive Leadership

Please insert a checkmark ($\sqrt{}$) in the appropriate column to indicate whether you agree or disagree with each of the following statements: 1= strongly disagree, 2= Disagree, 3 = Neutral, 4= Agree, 5= Strongly Agree.

1.	Our supervisor treats us with kindness and consideration	1	2	3	4	5
2.	Our supervisor supports us in a difficult situation.	1	2	3	4	5
3.	Our supervisor deal with us in a truthful and fair manner.	1	2	3	4	5

| 4. | Our supervisor is willing to discuss my problems with me. | 1 | 2 | 3 | 4 | 5 |

Section 4: Project Efficiency

Please insert a checkmark ($\sqrt{}$) in the appropriate column to indicate whether you agree or disagree with each of the following statements: 1= strongly disagree, 2= Disagree, 3 = Neutral, 4= Agree, 5= Strongly Agree.

1.	Timely achievement of project goals was used as a basis for rewarding project members	1	2	3	4	5
2.	Completing the project on time was an important factor in determining rewards for project members.	1	2	3	4	5
3.	The project's performance on cost was used as a basis for rewarding project members.	1	2	3	4	5

Section 5: Burnout

Please insert a checkmark ($\sqrt{}$) in the appropriate column to indicate whether you agree or disagree with each of the following statements: 1= strongly disagree, 2= Disagree, 3 = Neutral, 4= Agree, 5= Strongly Agree.

1	I feel emotionally drained from my work	1	2	3	4	5
2	I feel used up at the end of the workday	1	2	3	4	5
3	I feel fatigued when I get up in the morning and have to face another day on the job	1	2	3	4	5
4	Working with people all day is a strain for me	1	2	3	4	5
5	I feel burned out from my work	1	2	3	4	5
6	I feel frustrated by my job	1	2	3	4	5
7	I feel I am working too hard on my job	1	2	3	4	5

8	Working with people directly puts too much stress on me	1	2	3	4	5
9	I feel like I am at the end of my rope	1	2	3	4	5
10	I can easily understand how my recipients feel about things	1	2	3	4	5
11	I deal very effectively with the problems of my recipients	1	2	3	4	5
12	I feel I am positively influencing other people's lives through my work	1	2	3	4	5
13	I feel very energetic	1	2	3	4	5
14	I can easily create a relaxed atmosphere with my recipients	1	2	3	4	5
15	I feel exhilarated after working closely with my recipients	1	2	3	4	5
16	I have accomplished many worthwhile things in this job	1	2	3	4	5
17	In my work, I deal with emotional problems very calmly	1	2	3	4	5
18	I feel I treat some recipients as if they were impersonal objects	1	2	3	4	5
19	I have become more callous toward people since I took this job	1	2	3	4	5
20	I worry that this job is hardening me emotionally	1	2	3	4	5
21	Persistent criticisms of your errors or mistakes.	1	2	3	4	5
22	I do not care what happens to some recipients	1	2	3	4	5
23	I feel recipients blame me for some of their problems	1	2	3	4	5