

CAPITAL UNIVERSITY OF SCIENCE AND
TECHNOLOGY, ISLAMABAD



**Psychological Empowerment, Job
Satisfaction, Organizational
Learning Culture and Project
Success in Project Based
Organizations**

by

Rukhshanda Tariq

A thesis submitted in partial fulfillment for the
degree of Master of Science

in the

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Department of Management Sciences

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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

Psychological Empowerment, Job Satisfaction, Organizational Learning Culture and Project Success in Project Based Organizations

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In the Name of Allah, The Most Gracious, The Most Merciful. Praise be to God, the Cherisher and Sustainer of the worlds. All thanks to Almighty Allah, The Lord of all that exist, who bestowed me with His greatest blessing i.e. knowledge and Wisdom to accomplish my task successfully.

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Abstract

This research aims to study the impact of project team's psychological empowerment on project success. This study also investigates the mediating effect of job satisfaction between psychological empowerment and project success. It also examines the moderating effect of organizational learning culture between psychological empowerment and job satisfaction. Data for the research was collected from IT firms located in Rawalpindi, Islamabad and Lahore. This research is deductive and descriptive in nature which explores the relationships of the variables. Population of current study are the individuals working on any project or worked in at least one project in project based organization in software industry. Total data of 211 respondents was used for data analysis. From results of our study it is evident that psychological empowerment and job satisfaction has significant impact on project success, while job satisfaction has a substantial mediating impact in between psychological empowerment and project success, similarly the moderating effect of organizational learning culture indicates that moderation exists between psychological empowerment and job satisfaction in a way that it makes their relationship stronger. The findings and results of this study has future implication in further research and in project based organizations.

Keywords: Psychological Empowerment, Job Satisfaction, Organizational Learning Culture, Project Success.

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Abbreviations

JS	Job Satisfaction
OLC	Organizational learning Culture
PE	Psychological Empowerment
PS	Project Success
SPSS	Statistical Package for Social Science

Chapter 1

Introduction

1.1 Background

The Project Management body of Knowledge defines project as solution of the problem within fixed duration, limited budget and unique performance, which is supposed to create a unique product or service (PMBOK, 2017a). A research from (Kenny, 2003) proved that project management has become a very important field of management along with all management functions like data management, operation management, Financial management, and the work in this field is growing exponentially (Thomas, Janice, 2007)

Kerzner argued a large number of business corporations around the world are executing their organizational work through projects which makes achieving project success essential for any organization around the world (Kerzner, 2019). Projects are not bound to any organizational hierarchical structure and meaning, they can include an extensive variety of individuals to whole organizations or a mixture of two. Researchers found that there are different dimensions are involved when we talk about project success (Rodriguez-repiso et al., 2007). A study (Scott-young et al., 2008) argued that there are different critical factor which play very important role in the success of an ongoing project. Past research regarding project management immense importance has been given to the top of critical factors and how they impact the project success and failure of project (Söderlund et al., 2011).

Traditionally, the project management was mostly concentrated on the triple constraint of any project which were; Cost, Time, and Scope. These three main factors were used to measure the success of project (Koops et al., 2016). (David L. Cleland, 2002) founded, project success is often interpreted in different ways by different individuals. From the literature of (Irimia-Dieguez, A.I., Medina-Lopez, C., Alfalla-Luque, 2015) we found, meeting the triple constraint does not always ensure a successful project, there are so many other factors which need to be taken care of.

A research of (Toor & Ogunlana, 2010) studied that these conventional factors for success were no longer sufficient to find out the success of any project, there are so many quantitative and subjective criteria for example customer satisfaction, employee empowerment, political factors, building execution and environmental regulations should also be considered. A study of (Jugdev & Müller, 2005) also focused on different critical factors such as stakeholder satisfaction, quality management and knowledge management which are also essential for Project success. A study of (Anantatmula, VAnantatmula, 2019) showed the project success as being unpredictable and cannot be measured easily on the basis of 3 constraints, it is unclear and there are so many other perspective to the project than just these constraints. So during the project, it is not easy to defined project success because it involves so many human and technical factors. PMI also admitted that the concept of success is different for different individual, it also vary with each project. Some projects are considered success if done in a specific time periods, other might not (Müller & Turner, 2007; Zwikael & Smyrk, 2011). The utmost objective of any project is the ultimately success and customer satisfaction (Howsawi et al., 2011). Since last 30 years the field of project management and specially project success has been on the radar of researchers, now literature has provided so many new perspectives and dimension in which we can measure project success (Ika, 2017).

Industry practitioners and researchers over the years put out different success factors and success criteria, because project failure has cost not only million but billions of dollar (Mcmanus & Wood-harper, 2018). And this cost is not confined to only one industry or country (Flyvbjerg & Rothengatter, 2013).

Project success indicators are always considered as a significant part of a project, which when get better make improve the probability of success during the project. These indicators automatically that make project requirement more achievable (Müller & Turner, 2007). The idea of project success is considered to meet measurement and scales to help the teams to finish projects with the desired outcome which ensures stakeholder satisfaction (Yang et al., 2015)

For measuring success, a lot of different models were produced by underlying different assumptions, and the famous one are by (Pinto & Prescott, 1988) and (Müller & Turner, 2007). (Sohail & Baldwin, 2010) discovered five project performance indicators to measure the project performance: (i) Budget, (ii) Schedule, (iii) Outcome, (iv) social and Economic impact, and (v) collaboration and corporation. Another study of (Alzaharani & Emsley, 2013) presented nine critical factors to identify the project success. According to (Jugdev & Müller, 2005) project success factors has been changed and developed but still organizations are having difficulty in achieving their goals because every project comes with unique problems.

In past research so many different factors have been discovered by industry and researchers which help in attaining project goals both as team and individual level such as organizational supportive environment, team coordination, knowledge sharing, Responsibility awareness, organizational structure, resource availability, continuous reporting, cooperation, management aspect and technical aspect all these criteria are positively and significantly associated with project success and performance (Ika et al., 2012).

According to researchers two types of empowerment are: structural and psychological. Former type of empowerment is the more discussed form of power; it involve power sharing concept as it contains decision making in the organizational management (Kanter, 2006). Psychological empowerment is the form of intrinsic approach of empowerment (Menon, 2001).

Psychological empowerment more appropriately describes the concept of empowerment (Conger & Kanungo, 1988). Past Literature has defined PE in so many ways. It is argued that It is phenomena of increasing self-reliance (Cicero & Pierro,

2007; Yagil, n.d.), the art of increased intrinsic motivation (Brown & Leigh, 1996). (Leary et al., 2009) provides a four cognition model of PE consisting of meaning, capability, choice and impacts.

The idea of empowerment is based on the fact that employee assessment of tasks influences the individual's performance towards the task (Ke & Zhang, 2011). (Spreitzer, G., Doneson, 2005) examines that the impact of psychological empowerment on work efficacy, contentment, and job stress.

(Ke & Zhang, 2011) proved that the dimensions of empowerment like competency and positive impact on the performance of employees which in return can make the project successful. Individual's Psychological empowerment plays a vital role; we found the scarcity of literature on how psychological empowerment impacts the project success (Khan, Malik, et al., 2020). According to (Laschinger & Leiter, 2006) enhancing psychological empowerment in the organization increases the employees' commitment with the organization and its desired outcomes. (Joo & Shim, 2010) found a significant relationship between PE and organizational commitment which results in achieving the goals of organization. (Khan, Malik, et al., 2020) also proved that PE is positively related with PS.

In 2019 Gracia argued that the psychologically empowered individuals are more considerate and attentive towards the customer's needs and are more concerned about the customer satisfaction which results in better performance on the project (García-Juan et al., 2019). Employee empowerment shows an advantageous effect on several individual outcomes like productivity, quality, services, customer and employees satisfaction and performance (Birdi & Wood, 2008; Logan & Ganster, 2007; Patterson et al., 2004a). (Brown & Leigh, 1996) argued that the psychological empowerment theory says that empowered individuals perform in a better way than those who are less empowered and are more satisfied with their jobs. Furthermore, according to (Parker & Turner, 2005) performance is escalated when an employee knows he is empowered to solve problems at hand rather than waiting for the permissions for each decision he makes.

In literature, related to project success, one factor that plays a very significant role is employee job satisfaction (Ke & Zhang, 2011). In present study we used

job satisfaction as a mediator between psychological empowerment and project success. The basic argument is that employees who are psychologically empowered are able to stretch their abilities and skills then employees take the responsibility and perform well and achieve the result which ultimately results in organization outcomes (project success) (Tuuli & Rowlinson, 2009a).

Organizational environment and culture also plays a vital role in the employee empowerment and job satisfaction of the employee in an organization is the organization culture. Organizational Culture is viewed as a main factor of management practice; thus, culture has recently been examined in the literature as a CSF of project (Nguyen & Watanabe, 2017). The work environment has a positive impact on employee job involvement (Brown & Leigh, 1996; Culibrk & Culibrk, 2018). Learning organization is a type of an organization that develops its capabilities on a continuous basis for long term benefits (López et al., 2005).

Organizational learning culture is most likely to impact the employees' performance and organizational performance as a whole which include competitive advantage in the market and will also induce sense of empowerment within employees (Dimovski & Skerlavaj, 2006). To our best knowledge very less research has empirically and theoretically tested the moderating impact of OLC on the association with PE and JS.

1.2 Gap Analysis

There are many factors such as leadership, effective planning, top management practices which define the project success but we found limited attention on psychological empowerment in project based organization, there is a factor which plays a prominent role in the project success is employee psychological empowerment. Psychological empowerment can be defined as “intrinsic task motivation reflecting a sense of self-control in relation to one’s work and an active involvement with one’s work role” (Khan, 2020; Seibert et al., 2011). Workers with psychological empowerment prioritize organizational broad level organizational objectives over their individual objectives. Workers who demonstrate the characteristics of

empowerment, efficiently carry out business operations which boost up to higher performance and extensive success (Tuuli & Rowlinson, 2009b).

(Khan, Malik, et al., 2020) recommended testing the impact of psychological empowerment on project success when job satisfaction is used as the mediator and culture as the moderator. Following the significant importance of psychological empowerment and job satisfaction of employees on the individual and organizational level the current study argues that psychological empowerment enhances the project success.

The self-determination element of psychological empowerment give autonomy to employees, and they consider themselves as master of their own, so it also enhance their decision making ability (Ntoumanis et al., 2020). The studies from (John Petter, Patricia Byrnes, Do-Lim Choi, 2002) suggest seven dimensions of employee empowerment as follows: “power, decision-making, information, autonomy, initiative and creativity, knowledge, skills and responsibility” (Baird et al., 2009).

In the case of moderators we are using organizational learning culture as suggested by (Joo & Shim, 2010), the previous study has been done Korean culture and in public sector organization. In this research we are checking the moderating effect of organizational culture in project based organization in the IT and construction industry. However, in the neglected literature psychological empowerment, to my knowledge scarce attention was found on how psychological empowerment enhances project success via mediated mechanism of job satisfaction and also discussed the relationship of organizational learning culture as a moderator between job satisfaction and psychological empowerment which found limited attention.

1.3 Problem Statement

In any project based organization, project success and performance is the ultimate goal. Over the last few years’ research in the area of the project management, investigated and found numerous positive CSFs which successfully achieve the project goals. The factors which help project managers in achieving the project

success are known as critical success factors. These critical success factors are contributing at different levels to achieve the project success. Unfortunately, there are still many projects around the world who consider these critical factors face failure at the end. This means that there are still many other critical factors that may affect the project success. However, the individual employees' level factors contributed scared consideration.

Among so many other factors one individual factor psychological empowerment plays a very important role in project success and organizational success, the role of psychological empowerment which push workers to work with their best ability to the success of a project. The psychological empowerment processes the project success through different ways like job satisfaction. However, to my knowledge, no study has theoretically and empirically studied and views psychological empowerment by keeping job satisfaction as a mediating factor. Therefore, current study emphasizes finding out the relation of psychological empowerment on project success by testing the indirect effect of psychological empowerment on project success via job satisfaction and moderation organizational learning culture between psychological empowerment and job satisfaction.

1.4 Research Questions

On the basis of above problem statement, the current study is conducted to find answers of following questions; Summary of questions is as follow:

Question 1:

Does psychological empowerment have an impact on project success?

Question 2:

Does psychological empowerment impact job satisfaction?

Question 3:

Does Job Satisfaction have an impact on project success?

Question 4:

Does job satisfaction mediate between psychological empowerment and Project Success?

Question 5:

Does Organizational learning culture moderate the relationship of psychological empowerment and job satisfaction?

1.5 Research Objectives

Psychological empowerment has been viewed as one of the most essential traits in employees. Psychological empowerment emphasis on the enhancement of intrinsic motivation, commitment, autonomy and impact. Empowerment shows beneficial impact on different individual outcomes and organizational outcomes e.g., efficiency, quality, Sales, Customer services and organizational performance (Patterson et al., 2004b). The objectivity of the current study is:

1. To examine the impact psychological empowerment has on project success.
2. To investigate the impact of psychological empowerment on job satisfaction
3. To find the impact of job satisfaction on project success
4. To find out whether job satisfaction mediating between psychological empowerment and project success.
5. To investigate the moderating role of organizational learning culture between job satisfaction and project success.

1.6 Significance of the Study

This research is intended to help the industry and researchers to reduce the probabilities of project failure and increase the chances of project success with better performance and customer satisfaction. It also will help them to create the work environment where employees completely get into work and attain the project

goals. Today in the world of change and fast production project management plays a very important role because through this so many problems can be solved in a specific time and specific budget. Due to these efficient project management approaches so many traditional organizations are also shifting towards projectized organization.

In Pakistan failures in projects are common. Reason behind this is we give less importance to any kind of empowerment of the employees either psychological or structural. Psychological empowerment has a positive association with organizational performance, empowered employee can respond to the customer requirement more efficiently than the less empowered employee (García-Juan et al., 2019). However, when we talk about the job satisfaction of an individual in the success of a project. JS is an integral part of employees' work. Job satisfaction is the degree to which they are satisfied with their job. (Paullay et al., 1994) argued Job satisfaction is "a pleasurable or positive emotional state" (Judge & Bono, 2001). Employees with high job satisfaction are highly dedicated employees, putting substantial exertion in order to accomplish organizational targets (Ineson et al., 2013; Rotenberry & Moberg, 2007).

In the domain of project management literature about psychological empowerment on project success got limited attention. This study will help individuals and companies who are planning to do their business in Pakistan and start projects such as multinational organizations that by giving psychological empowerment to the employees by the organizational learning culture will keep the employee satisfied and which will ultimately result into project success, Similarly, how much autonomy should be given so that employees should feel empowered and intrinsically motivated. As for Fellow researchers this study is significant in future research directions, they can research the impact of psychological empowerment in more different organizational outcomes.

1.7 Self Determination Theory

This theory is the approach to investigate the human motivation and growth around the factor which increases or decreases intrinsic motivation, people who

are motivated most probably to perform better because the activity is internally satisfying and interesting to do (W. S. Davis & Bowles, 2018). The need of competence, autonomy, and relatedness were discovered by researchers after thorough research on this area. (Adams et al., 2017) argued that Ryan and Deci were making research in the area of intrinsic motivation and empowerment and they came up with self-determination theory.

Needs in SDT are defined as necessary nutrients for efficient human functioning, which if not satisfied, can have bad effects on psychological wellbeing. Thus, SDT was put forward to explain the three important factors necessary for intrinsic motivation, psychological empowerment and growth, and well-being (Ryan & Deci, 2020) According to (W. S. Davis & Bowles, 2018) self-determination theory contends the intrinsic motivation of the individual, which leads to the more productive learning and development outcomes. According to several research intrinsic motivation bring out characteristics like performance (Benware & Deci, 1984) achievement (Deci, Nezlek, et al., 1981); (Vallerand et al., 1997), engagement (Niemic & Ryan, 2009; Ryan & Deci, 2020), creativity (Amabile et al., 2013), self-esteem (Deci, Schwartz, et al., 1981), and persistence (Vallerand et al., 1997). The impact of PE can be explained by this theory of self-determination, people tend to grow and work more efficiently when their psychological needs are fulfilled. Empowered employees work more competently, they remain committed to the work and the organization which in return increase the job involvement, they tend to work more efficiently and which in result in the project success in any project oriented organization (Khan, Jaafar, et al., 2020).

Within self Determination Theory Deci and Ryan (1985) introduced another theory, known as organismic integration theory (OIT), to describe different kind of extrinsic motivation and the factors which either increase it or decrease the integration and internalization of the regulation of such behaviors. Fig 1 shows the organismic integration theory in this continuum of motivation where different motivation types are arranged from left to right on the degree to motivation which generates from within own inner self. The most left part of continuum consist of the factor which decrease motivation, when they are amotivated they do not act efficiently or do not want to do something. To the right of amotivation are five

kind of motivated behavior (Richard M, 1995). Generally theorist have considered variable of motivation as unitary but OIT give distinguish importance and describe theoretically, experientially, and functionally distinct types of motivation. On the right of continuum we have intrinsic motivation which shows that people do things and perform activities for its inherent satisfaction (Ryan & Deci, 2000).

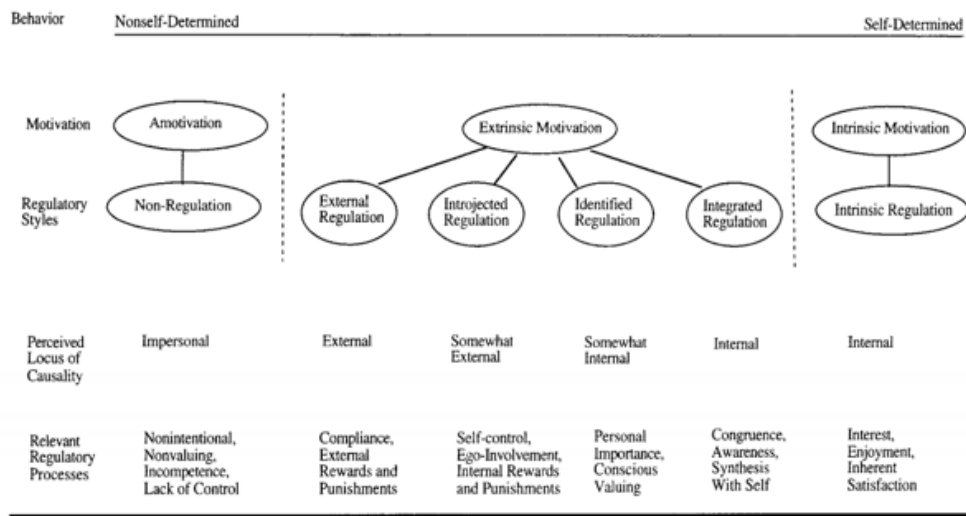


FIGURE 1.1: The Self-Determination Continuum (Ryan & Deci, 2000)

Psychological empowerment is related to the intrinsic motivation and the intrinsic motivation centers on SDT and differentiates those SDTs from other theories. SDT assumes that every individual have three advanced needs: autonomy, competence and relatedness. These three needs are necessary for the evolvment o intrinsic motivation (Baumeister & Leary, 2018)If these three needs are satisfied, people are motivated on their own. Autonomy means “self-regulating, maker of their own choices (Vansteenkiste et al., 2020). Competence means “to be effective in the work one does” (Ju et al., 2019) Relatedness means “the need to feel connected and in sympathy with others” (Ju et al., 2019).

According to (Adams et al., 2017) found that the SDT which explains the intrinsic motivation of an individual, which is connected with doing activities for internal satisfaction. The satisfaction with job of employee can be related with STD as it is significantly correlated to the intrinsic and extrinsic motivation (Glick, 1992; Glisson & Durick, 1988; Hackman et al., 1975). Furthermore, (Vallerand et al., 1997) argued job satisfaction can be described as Self- Determination theory where

the intrinsic motivation and autonomy facilitates great amount of work and greater level of competency and satisfaction towards a person's job. When they feel they are autonomous, competent and related to the job they do then they tend to be more satisfied and get the work done in a more efficient manner which results in project success or organizational success on a broader level.

The self-determination theory refers to three basic needs of the individuals: Autonomy, competence and relatedness. The organizational culture in which employees are encouraged to use their psychological capabilities are more likely to achieve their goals, which in return provide them with internal satisfaction to fulfill their basic needs (Van den Broeck et al., 2016). Magnanelli suggests that organizations should provide an culture in which employee can identify their skills and improve them, it will keep them involve and satisfied with their jobs (Manganelli et al., 2018).

Autonomous motivation is the variable in self-determination theory as predictor of project outcome. It consists of both employees' both motivations: extrinsic and intrinsic. It argue that when people see their work as impactful and meaningful they will do quality work and show enhanced motivation as well (Deci et al., 2017). In their research (Claude Fernet, Marylene Gagne, 2010) found that autonomy at workplace lead less workplace burnout and more job satisfaction. (Richer et al., 2002) conducted research on business school alumni and discovered that individual's autonomous motivation in work was related to lower emotional turmoil and it is also related to more satisfaction. This emotional exhaustion is associated with turnover in organization which means higher job satisfaction lower turnover and vice versa. (D. Nicolai J. Foss, Dana B. Minbaeva, Torben Pederson, 2009) found motivation (intrinsic) is the positive predictor of PE whereas where extrinsic motivation is negatively associated with psychological empowerment.

Chapter 2

Literature Review

2.1 Psychological Empowerment and Project Success

Empowerment means giving power and opportunity to the individuals who make decision, find solutions of their problem and become independent in their work (Ravanpykar, Y., & Pashazadh, 2014). Empowerment defined as “the process of empowering or allowing an individual to think, Perform; be decisive, and control work and decision making in self-sufficient ways” (Chaturvedi et al., 2016). The research in the area of psychological empowerment started over a thirty year ago (Kanter, 2006). The main aim of this concept is to enhance employee’s performance and achieve organizational outcomes through empowerment, satisfaction and well-being (Hempel et al., 2012)

Psychological empowerment can be defined as ‘ The internal task motivation which shows the sense of self- control in respect to someone’s work and his involvement in his job’(Seibert et al., 2011). The variable of psychological empowerment got so much importance in the last decade. So many others research areas like leadership, psychology, leadership, performance, team cohesion, group productivity, motivation, emotional intelligence, autonomy also come under the main domain of psychological empowerment because it is closely related to all employees as well as organization and teams (Rae, 2013).

In literature, It is refers as intrinsic task motivation demonstrated in a set of cognitive abilities of individual's perspective towards his or her work role: competence, impact, meaning, and self-determination (G. M. Spreitzer, 1995). Competence is the ability of an individual to do work and being confident about doing it; Impact is the feeling that the work an individual is doing is making some difference and have some value; Meaning is the degree to which the work is important to an individual; Self-determination is the sense of autonomy he feels while during his work and taking certain decisions (Seibert et al., 2011).

In conventional organizational structures employees are mostly engaged in decision making in a defined structure, information flow from higher level to lower level. But psychological approach is different from the typical one. It puts less stress on who have power in the decision making, but contribute toward the intrinsic motivation of the employees (Conger & Kanungo, 1988). Psychological empowerment is different from psychical empowerment. According to (John Peter, Patricia Byrnes, Do-Lim Choi, 2002) that there are seven main component of psychological empowerment autonomy, knowledge and skills, responsibility, information, creativity, power, initiative and decision making.

Psychological Empowerment was considered as a dimension of an interactive or power-sharing viewpoint (G. Spreitzer et al., 2005). The concept of empowerment comes from the bases of so many management and leadership theories (Khan, Malik, et al., 2020), participative leadership studies (Hollander et al., 1973; Locke et al., 1986). supportive leadership (W. S. Davis & Bowles, 2018).

Initially, empowerment was first taken as a concept only related to power sharing element, but with the advancement of research it was argued that the empowerment is not only related to the power sharing but it is comprises of so many others factors like autonomy, motivation. Psychological empowerment deals with the intrinsic motivation of the employees (Conger & Kanungo, 1988). Later, Brown also linked it with intrinsic task motivation (Brown & Leigh, 1996) .Moreover, the construct of empowerment was extended from organizational level to individual level (Kirkman & Rosen, 1999), they showed that the people with high authority within organization are more efficient, they experience autonomy which will help

them achieve their goals. Such sense of empowerment give the apprehension of their work as more meaningful and it generate the feeling of achievement.

(JDR) Job demand resources model successfully explains the relationship between PE and PS (Bakker et al., 2003) which states that two types of organizational environment, influence the employee performance. (Khan, 2020) argued that psychological empowerment plays a role of job source in project based organization. These work resources are physical, emotional, internally , social or organizational aspects that are used in achieving the organizational or individual job goals, reduce job stress or job , and with that the associated psychological costs which in return enhance personal capabilities, autonomy, learning, research and development (Bakker & Demerouti, 2007).

Some examples of job resources are employee well-being, performance, emotional and psychological (Bakker et al., 2003). (Barney, 1991) The Resource-Based View of the Firm (RBV) highlights firm's competitive advantage depends on the resources especially companies can have more advantage if they have more psychologically empowered employee within its structure. (García-Juan et al., 2019) noticed that empowered employees are more considerate towards the customer requirements and needs, they deal more efficiently with the changes asked by the customer, which in return enhance organizational performance. Literature contends that employee empowerment help with better services providing, customer satisfaction and organizational growth (Publications, 1966). Empowerment practices display valuable effects on different individuals and organizational outcomes e.g., efficiency, value, customer services, sales and organizational outcomes (Birdi & Wood, 2008; Logan & Ganster, 2007).

The key assumption of empowerment theory by the researchers is that empowered individual perform in more efficiently and effectively then the less empowered and non-empowered ones (Thomas & Velthouse, 2014) The performance of the team gets better as the autonomy and the flexibility of the individual in problem solving rather than waiting for approval from the higher authorities (Parker & Turner, 2005) which means that they have more direct and real information regarding the project progress, the changes so they can plan better than their managers and

higher-ups so they can perform better on the project because they can plan the schedule budget, schedule and manage risks according to the knowledge they have (Khan, 2020).

Similarly, (Thomas & Kenneth W, 1992) argued that psychological empowered they show proactive behavior such as flexibility, taking initiatives, consistency and persistence. In result they feel that their jobs are meaningful and they are responsible for the results and they need to prove that they are competent to do the work. Individuals who are psychologically empowered and perceive that they have enough skills to do the work are more likely to outperform their fellows (Liden et al., 2000). (Bartram & Casimir, 2007) confirmed that supervisors have impact on the psychological empowerment of the employees. (Singh & Sarkar, 2012) noted that psychological empowerment directly or indirectly affects employee productivity, improve employee's ability to gain knowledge and disseminate it on the right time, and improve their work performance (Siachou & Gkorezis, 2014).

(Geralis & Terziovski, 2003) proved in with his research in Australian bankers that the more psychological empowered employees are more efficient they perform with the duties in hand. (Baird et al., 2009) discussed that empowerment increases employees' sense of responsibility, improves productivity, and contributes to improved project outcome and customer satisfaction. (Badir et al., 2012) also argued that psychological empowerment enhances project performance.

(Aggarwal et al., 2020) argued that that psychological empowerment increase employee project performance through intrinsic motivation and have significant positive impact on task performance. The most important thing in project is its team productivity and psychological empowerment can increase the productivity of individual and team as a whole, it impacts the creativity and performance (Sun et al., 2012). (Parolia et al., 2007) argued that psychological empowerment highly impacts the project success. (Niehoff et al., 2001) posits that when employees are empowered they show high level of performance and meet the project requirement and customer expectations. So from above literature we built our hypothesis that:

Hypothesis 1: Psychological Empowerment has positive impact on Project success.



FIGURE 2.1: Hypothesis 1

2.2 Psychological Empowerment and Job Satisfaction

(Brief, 1998) defines job satisfaction as “an approach towards one’s job” as such job satisfaction includes intellectual and emotional components. Researchers have shown that both components play equal part to employee attitude and behavior (Locke et al., 1986; Weiss, 2002). Scholars have studied the job satisfaction as dependent and independent variable and are show high association with organizational behavior and project success (Bowling, 2007; Judge & Piccol, 2004). Employee’s performance and project success is highly affected by job satisfaction (Pheng & Chuan, 2006). JS is the degree to which an individual enjoy doing his job (McCloskey & McCain, 1987). It is assumed that people can balance their satisfaction and dissatisfaction to arrive at a degree of their job. It is believed so many individual and situational characteristics impact the job satisfaction (Loscocco & Roschelle, 1991).

This satisfaction can be classified into intrinsic, extrinsic, and total internal pleasure (Weiss, D. J., Dawis, R. V., & England, 1967). As a whole it is the combination of both the extrinsic and intrinsic job satisfaction. Intrinsic job satisfaction comes with the kind of work being done. Employee empowerment is an indispensable contributor to organizational effectiveness because employee empowerment directly affects job satisfaction (Dewettinck et al., 2003).

PE is stated as “a set of internally cognition abilities formed by a work environment and reflecting in an employee’s work related role and his actions” (Spreitzer, 1995). Empowerment is one of the significant key factors of organizations success and desired outcome (Jose & Mampilly, 2014). Empowerment is as a whole process of feeling in control of things internally and externally (Shapira-Lishchinsky &

Tsemach, 2014; Thomas & Velthouse, 2014). Being psychologically empowered mean that the person has better motivational orientation with his job, his feeling of being autonomous in his decisions, being in control which in return make him satisfied and involved in his job (Boudrias et al., 2014). The effective execution of empowerment keeps the employees satisfied with their jobs (Kamal et al., 2010).

Job Satisfaction is backed by the employee autonomy, their involvement in the decision making process, providing relative information about the job requirement and development opportunities (Ugboro & Obeng, 2000). Such approach envision empowerment as the internal state of employee from empowering activities at organization and it is described on the level of four perception (Sun et al., 2012). Meaning (sense of being important that the work they are doing is meaningful); Competence (it is the abilities to do work efficiently); self-determination (the degree of autonomy to take decisions regarding their work); Impact (to know that the work they are doing have some impact in society or in the bigger system) (Kirkman & Rosen, 1999). Psychological empowerment has considerable impact on the job satisfaction of the employees (Mufti et al., 2020). (Hackman et al., 1975) proved that the psychological state like sense of meaningfulness, competence, responsibility, and their degree of knowledge effect employees' job satisfaction.

(Amundsen & Martinsen, 2015) proved that JS have significant impact on the organizational success. Over the years it has been shown that different dimensions of PE have positive association with job satisfaction. (G. Spreitzer et al., 1997) showed a strong association between job satisfaction and perceived meaningfulness, it shows that meaningfulness is important for job satisfaction it makes an employee committed to the organizational goals and produce desired outcome (G. Wang & Lee, 2009) Further studies confirm that if the psychological needs of employee are met he is likely to be more happy with their job (Krishnan, 2012). (Krishnan, 2012) also showed positive association of job autonomy and impact with the job satisfaction, it is stated that the employee with less influence are demotivated and unsatisfied, because when an employee thinks he has no significance , this feeling that the work they are doing has no or less impact can turn into bad performance.

(G. M. Spreitzer, 1995) suggests that feeling of competence has positive relationship with job satisfaction; whereas (Carless, 2004) reported differently that competence is negatively associated with job satisfaction. Empowered employees regard themselves capable, can work independently, can take decision, can take responsibility for those decisions, and they more extra effort to achieve the goals of their organization. Employee empowerment thus has an affirmative relation with job satisfaction and negatively related to employee job burning out; psychological empowerment also results in the reduction of exhaustion among employees (Wong & Laschinger, 2013). Faulkner & Laschinger, (2007) studies that among hospitals employee when the empowerment plan was implemented it leads to improved job satisfaction and it has enhanced their motivation to do work. They argued that the dimension meaning of psychological empowerment is the key factor of career satisfaction. They also found positive impact of choice (the other dimension of psychological empowerment) and job satisfaction as the freedom of choice and autonomy in decision making leads to improvement in job satisfaction.

(George & Zakkariya, 2015) found that there were positive and significant relationship between the four components of employee psychological empowerment and overall Job satisfaction. (Salazar et al., 2006) PE constructs significantly correlated with managers' satisfaction with job. Previous literature has consistently proved that PE was the main and primary predictor of JS, which means, Job satisfaction is the best outcome comes from psychological empowered individuals and also low feeling of empowerment means less satisfaction with the work Satisfaction (Bordin et al., 2006; Chan et al., 2004; Fernandez & Moldogaziev, 2013; Harris et al., 2009; Holdsworth & Cartwright, 2003; Menon, 2001; Mira et al., 2019; Rae, 2013).

Similarly, Wang also stated that Psychological empowerment of the employee plays immense role in job satisfaction of the employees (X. Wang, 2015). Lower level of involved creates the sense of dissatisfaction and decrease the Job satisfaction (Charles S. Parker, 1993a). From this we can understand that it is most correlated with employee's job satisfaction. When workers have the autonomy and they feel that they are part of important decisions they have more sense of job satisfaction.

The employee who has self-confidence, determination and efficacy for achieving something, have higher levels of job satisfaction (Liden et al., 2000)

So from the above literature we can hypothesize that:

H2: Psychological Empowerment has positive impact on job Satisfaction.



FIGURE 2.2: Hypothesis 2

2.2.1 Job Satisfaction and Project Success

According to the definition of project success, it has been gone through a specific period of time and duration (Aldmrani, 1987). Project success is also defined as the produced quantity in return of use of labor in a specific amount for a specific time (Javed et al., 2019) In 1980s, researchers focused on the success of project on the basis of indicators like time, quality and cost (Todorović et al., 2015). The project is considered as successful if it is completed within the given time, predictable cost and in the same design (Scott-Young & Samson, 2008). (Kerzner, 2017) modified the definition to project success it is the completion of project within given budget, within given scope which also ensures customer satisfaction without disturbing the normal operations of the organization. Over the passage of time, researchers have found so many diverse factors which impact the success off product such as stakeholder satisfaction, market demand, resource efficiency, team cohesion, organizational culture and many more.

According to (Ahmadabadi & Heravi, 2019) project is defined and calculated differently by different researchers and it is one of the most important concept project management because it doesn't have a specific definition or measuring scale (Bakker & Bal, 2010). (Anantatmula, 2010) argued that there are three

main perspective which evaluate project success: (i) The client perspective (focuses on scope, quality and stakeholder satisfaction), (ii) The business perspective (deals with the financial and economic indicators), (iii) Team perspective (stresses on team motivation and empowerment, team commitment, team satisfaction and involvement in the project and the work they are doing). All these perspective of project performance are viewed differently by stakeholders (Creasy & Carnes, 2017).

In 21st century other factors linked with the success of project, program and portfolio were explored and embraced (Mahjoub et al., 2018). The importance of employee job satisfaction for project success has been noticed (Mahjoub et al., 2018). Moreover, according to PMBOK, project success depends on the iron triangle and the satisfaction of the stakeholders of the project (PMBOK, 2017b). The key determinants of job satisfaction for example responsibility, achievement, advancement, attraction in the job (Koh & Ong, 2017) are the rewards which are experienced by employee itself. They come from the man's desire of perfection. (James H. Gibson, James L.; Ivancevich, 1991) argued that these rewards are the significant parts of job itself. The presence of empowering and motivating factors induce project satisfaction in the work place, and their absence may not cause dissatisfaction but it will lead to the reduction or absence of satisfaction.

Employee job satisfaction has significant role in the project performance of team and performance of overall organization. From an organizational point of view it is important to know that the job satisfaction is important to retain its employee at the organization by keeping them motivated. Job satisfaction such a key factor that it can be seen as an indicator to measure the outcome of the project, increase productivity and enhance growth, the quality of project tasks. Job satisfaction is an attitude towards job and project performance can be measured as team satisfaction, it is evident that employees with job satisfaction have positive attitude towards jobs and person with low satisfaction have negative attitude towards. So the employee satisfaction is closely related to profitability and performance of an organization (Latif et al., 2013).

Generally workers remain committed to their job responsibilities when they are satisfied. They do justice to their work environment and their responsibilities and they assume that their provide them benefits like diversity, monetary benefits, security, and multiple relationship and in return they think they need to get back to the organization and they even give more effort and time to the project tasks and try to perform better in all the responsibilities. Such employees are creative and think out of box whenever they face any problem in any tasks. Such employees show extra ordinary performance which leads to project success (Bakotic, 2016).

(Fisher, 2003) argued that when individual is contended with work, their work involvement will contribute to the progress of organization, which in return would increase job performance. So when employees are satisfied they find it easier to interact socially with stakeholders, react most positively to others within and outside the project team, communicate more with stakeholder because they see all this rewarding and full of purpose (Schaller, M., & Cialdini, 1990a). According to (Charles S. Parker, 1993b) job satisfaction shows an overall perception towards work. Job satisfaction can be a critical factor in project success, hence it is important for organizations to keep employees satisfied because in return it impacts the project performance (Fung, 2014). Fisher, (2003) also reported that lower satisfaction with work can jeopardize the project and turn it into a failure, because the employee who are not satisfied with job tend to put less effort for the successful completion of the project. Low satisfaction results in the less efficient work (Judge & Bono, 2001).

We can say that employee acquire job satisfaction through psychological empowerment which in result increase the probability of project success. Based on this evidence, we next hypothesize:

H3: Job satisfaction have positive impact on project success.



FIGURE 2.3: Hypothesis 3

2.3 Mediating Role of Job Satisfaction

Job satisfaction is any arrangement of both mental, physical and environmental factors that can make a person openly say that he is satisfied with his job (No Ganguli, 1994). It is the degree of optimistic approach of employees toward their current position or work (Anderson et al., 2017). According to (Levy, B., Janney, G., Peach, L., Roots, P. Seear, 1988) job satisfaction is the feeling of pleasure that individual experience when then see their work is of value and change. (Frazier, 2009) identify five components that determine individual's satisfaction: skill diversity, task identification, task impact, and freedom and job feedback.

A satisfied employee is not only an asset for the organization but also work as an ambassador of the organization both internally and externally. Happy employees are more devoted to organization and its overall goals, they put in additional efforts to achieve objective and feel proud in doing their jobs, their organization, their project team, and their overall success (Bathena, 2018). Employee PE is significantly related to the project success and organizational efficiency as empowerment positively impacts job satisfaction (Dewettinck et al., 2003). Psychological empowerment is a cognitive state that represents thinking of employee about their jobs and their actions regarding that which makes them satisfied with their work (Ibrahim, 2020).

The old corporate culture needs to be replaced with new culture that advocate employee empowerment which in result can ensure job satisfaction (Reidhead, 2020). Job satisfaction is supported by employee psychological empowerment in way that employee is actively involved in decision making, they are autonomous in their work (Okumus et al., 2018). (AlKahtani et al., 2021) also reported that employee feel safe with their jobs when they are empowered, psychological empowerment enhances the job contentment which leads to increased organizational commitment. Moreover (Ugboro & Obeng, 2000) informed that less empowered employees most likely have less job satisfaction. Employee who feel psychologically empowered in their job they will have characteristics of personal motivation, they feel that they are responsible for the work they are doing so they carry out the high level of effort and achieve the project and organizational activities (Mira et al., 2019).

In respect of that (Weiss, H. M., & Cropanzano, 1996) argued that JS increases the individual commitment and effort which will result in better results. In the project oriented context (Fisher, 2003) argued that when project team is satisfied with the work they are doing, their motivation contributes to the common goals of the project, and their performance on the project so increases. When project manager or project team are satisfied they communicate efficiently with each other, better stakeholder communication, have high involvement in the project activities and take part in the decision for the better implementation of the project (Schaller, M., & Cialdini, 1990b). Satisfied project managers are more likely to solve problem more easily and effectively during any conflict, and make new goals and motivate the team to achieve new goals which have not attained yet (Latif et al., 2013). (Fisher, 2003) also argued that employee who is less satisfied are less motivated and they can put the project at risk, because team member who is not satisfied tend to put little effort in achieving the project work. Moreover, less efficient work is done by less satisfied people (Judge & Bono, 2001).

For better project performance, companies are focusing on employee empowerment programs and making a strategy to make them grow internally, which is aligning organization and individual goals at the same time (Ölçer, 2015). Psychological empowerment aimed at providing employee job related outcomes like knowledge, skills and which in return give them satisfaction in the job they do. Psychological empowerment explains how job can behave like a stimulus to sustain employee behavior that associate with individual turnover attention (Harris et al., 2009). If a worker is highly empowered and self-sufficient it will result in better project performance (Harris et al., 2009). Psychological empowerment Improves individual and organizational performance to help individuals achieve personal goals by allowing employee to participate in decision making process, test their own work and fix their problems themselves (Seibert et al., 2004). Psychological empowerment also improves the employee satisfaction and commitment with the organization and due to which employees feel highly responsible for producing results effort (Thomas & Velthouse, 2014). They feel their job is impactful and they have capability to do it. Empowered people do their job innovatively and execute their project tasks more effectively (Natrajan et al., 2019).

(Solís-Carcaño, González-Fajardo, et al., 2015) in their research on JS, found that job dissatisfaction is a factor which generally leads to a reduction in productivity, generating project cost overruns and delays. (Solís-Carcaño, Corona-Suárez, et al., 2015) argued that project team members have to work closely with each other and with the customer, they work together to meet the requirements of the customers, so empowered employees are the significant resource for that purpose (Khan, Jaafar, et al., 2020). Via job satisfaction, Job satisfaction creates the feeling of organizational commitments among organizational members and managers and they to achieve project goals more efficiently (Rezvani et al., 2016)

So if we summarize this, it states that when an individual feels that he can control and influence others' decision and make his own decisions at work, he is empowered to do that. This feeling of empowerment induces job satisfaction. With higher job satisfaction, employees tend to work more diligently and efficiently to attain his set goals. Here we are checking the mediation of job satisfaction with psychological empowerment and job satisfaction.

Based on above literature, we built our hypothesis as:

H4: Job Satisfaction mediates between Psychological empowerment and project success.

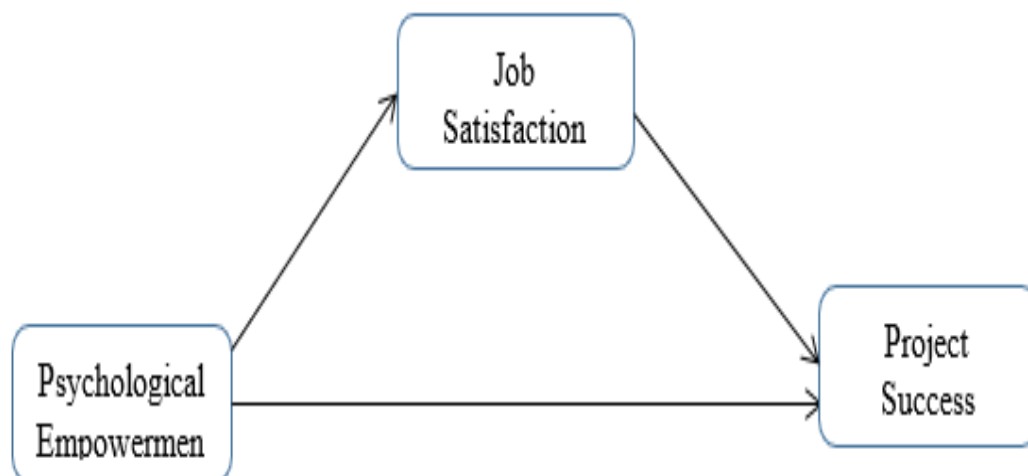


FIGURE 2.4: Hypothesis 4

2.4 Moderating Role of Organizational Learning Culture

OLC is the one of significant feature to enhance employee's positive attitude towards job and change his behavior towards job (Islam et al., 2015). It is defined as any organization that is skilled at making, getting and transferring continuous flow of knowledge and always ready to modify its strategy and behavior to reflect new insights (Garvin, 1993). Watkins and Marsick argued that the organizational learning culture consist of seven items: (i) Creating continuous knowledge opportunities (ii) encourage continuous sharing (iii) Promote team learning (iv) create an environment to capture and share learning (v) connect the organization with the external world (vi) encourage leaders who encourage team level and individual level learning (vii) employee empowerment (Marsick & Watkins, 2003)

Modern companies are competing with the constant changing environment and market, that's why there is need for them to change and learn at every level: individual, group, organizational level (Sánchez Marín et al., 2016). Organizational learning culture has so much significance in modern organizations, according to De Gues it's the ability of the companies to learn faster could be the only competitive advantage now a day (Geus, 1988). (Islam et al., 2015) posits the significance of organizational learning for organizational performance that through this culture increases the member's commitment with the job and their satisfaction, it helps them better understand the environment and to accept the decisions that increase employee job involvement on continuous basis (Škerlavaj et al., 2010).

Employees' Psychological empowerment is related to their perception about themselves in respect to their relation with their work environment and their organization culture (Bandura, 1990). The culture around individual is important for intrinsic motivation and PE because empowerment is not a consistent trait rather it is cognition and perception that is shaped by the culture and environment (Thomas & Velthouse, 2014). Organizational learning culture can make employee more empowered because such surroundings focus on the implementation of successful empowerment practices (Choi, 2020). Such practices give access

to employee to work related work related knowledge and skills. It involves making organization more conducive for employees to bring any changes that can have any kind of positive and productive impact on perceived performance (Fernandez & Moldogaziev, 2011). In such culture, employee have more prospects to involve in the learning process, gain sufficient information and improve their performance which make them feel psychologically empowered (Lawler, 1992). Further the relationship between learning culture and the psychological empowerment; According to Sigler & Pearson employee feel empowered in any action oriented culture and organizational learning culture (Sigler & Pearson, 2000). According to findings organizational learning culture is the heights doing oriented culture, where employee can feel empowered by participating and learning actively, moreover employee can express themselves freely, interact easily (Choi & Moynihan, 2019).

The organizations which provide the employee with the learning opportunities and provide them the resources which help them grow on individual and organizational level possess the greatest harmony (Rowden & Conine, 2005). The culture of organization which makes the learning and education s priority see the best organizational outcomes and increased employees' job satisfaction (Reardon, 2010). (Rowden & Conine, 2005) surveyed the impact of OLC on JS and discovered strong relationship between organizational learning culture and employees' job satisfaction. According to them individual's satisfaction with job is highly dependent on the surroundings. (Egan et al., 2004) also reported that more we inculcate the sense of learning in organization it will be positively related with employees' job satisfaction. (Bromfield-Day, 2000) found from her study that there is significant association between employee readiness's for self-directed learning with job satisfaction.

Researchers have discovered link between dimension of organizational learning culture and JS for example empowerment (Eylon & Bamberger, 2000), cooperation (Griffin et al., 2001) and also communication and Involvement (Bellou, 2010). Later on, (Chang & Lee, 2007) proved that the correlation between OLC and job satisfaction; they examined the data from different 134 respondents from service sector and found most significant relationship between two sectors. Similarly,

Recently, (Islam et al., 2015) also conducted a research using 422 Malaysian employees working in a banking sector and found that organizational learning culture increases satisfaction of their job.

The adoption of learning organizational culture, strategies, behavior also strengthen the performance of individual by facilitating individual, teams, and learning within the organization (D. Davis & Daley, 2008; Weldy, 2009). Individuals are encouraged to attain new skills and knowledge to participate in work group, share useful knowledge within team which increase their confidence and job satisfaction because they feel what they are doing is important and has some impact in the organizations and it make them feel they are adding value to the organizational vision (Watkins, K.E. and Marsick, 1997). Executing the idea of organizational culture not only improve individual personal capability, but also improve their organizational performance and organizational commitment which in return improve job satisfaction and feeling of empowerment among them (Bhatnagar, 2007). (Vemić, 2007) underlines the importance of continuous organizational learning and learning culture within organization, while (Chu-hsiang Chang, 2009) argued that strong positive relationship exists between learning culture and individual performance and satisfaction.

There is substantial proof that satisfaction of the job better explain the performance of employee in an organization (Chen & Silverthorne, 2008; Zimmerman & Darnold, 2009). Employees feel stronger obligation to their organizational goals when they are satisfied, they are enthusiastic to work harder and are more likely to attain superior appraisal (Judge et al., 2005; Rigopoulou et al., 2017; Škerlavaj et al., 2010). This satisfaction comes from the process of learning, the process of learning allows the organization to develop the ability to obtain and utilize the knowledge to improve the skills and adapt the external changes (Fraj et al., 2015; C. Y. Tsai et al., 2015).

However, few researchers have focused on the moderating effect of organizational leaning culture within psychological empowerment and Job satisfaction. So we hypothesize the moderation of OLC in PE and JS in a way that it make this relationship stronger. That is, it is assumed that when individuals are high in the four cognitive dimensions of psychological empowerment, and when they perceive

a higher level of organizational learning culture, they will have a higher level of job satisfaction. So we hypothesize that:

H5: Organizational learning culture moderates relationship between Psychological empowerment and job satisfaction in a way that organizational learning culture strengthens the relationship between psychological empowerment and job satisfaction.

2.5 Research Model

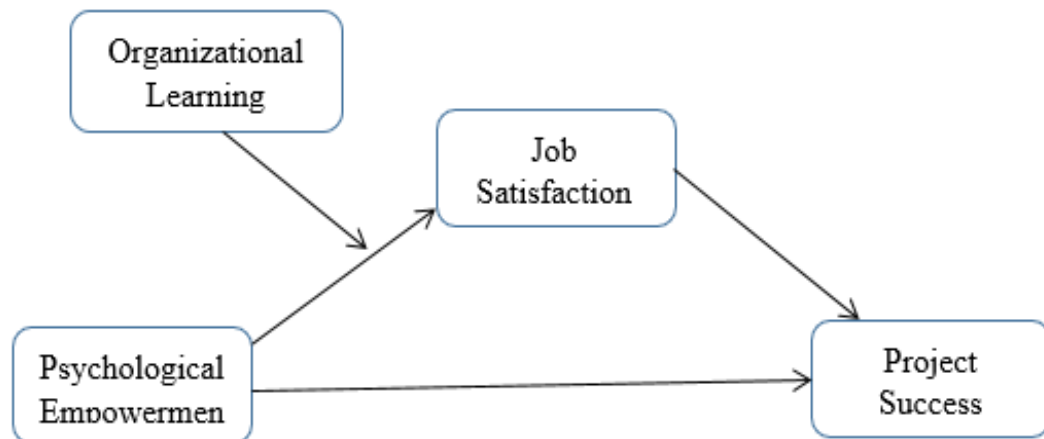


FIGURE 2.5: Hypothesis 5

2.6 Research Hypotheses

H₁: There is positive impact of psychological empowerment on project success.

H₂: There is a positive impact of psychological empowerment on job satisfaction.

H₃: Job satisfaction has positive impact on Project Success.

H₄: Job Satisfaction plays a mediating role between Psychological Empowerment and Project Success.

H₅: Organizational learning Culture moderates the relationship between Psychological Empowerment and Job Satisfaction; such that if Job Satisfaction is high then the relationship between Psychological Empowerment and Job Satisfaction would be strengthened.

Chapter 3

Research Methodology

3.1 Research Approach

Research method includes procedure or strategies that will be used for coordination of research. The current study follows positivism philosophy where the focus is to view and analyze the factual knowledge that is gained through observations. This research is descriptive and deductive in nature, and this method is selected because it describes the relationship, their impact, effect and influence among the variable. Furthermore, survey method was used to collect data that involve questionnaire which consist of respondents' data like their age, their experience, their education to get the valuable information on the variables.

3.1.1 Time Horizon

This is a cross sectional studies which examines the impact of Independent variable(PE) on Dependent variable (PS), by examining the mediator (JS) between psychological empowerment and project success also examining the moderating role of Organizational learning culture between psychological empowerment and job satisfaction.

The data is collected over the period of one month from February 2021 to March 2021. The questionnaires were distributed on the start of February till the end of

March by using google form, where the responses from participant were collected and then exported in n excel sheet for data analysis

3.2 Population and Sampling Techniques

3.2.1 Unit of Analysis

Unit of analysis can be any individual, the group of individual, people with specific characteristics. Unit of analysis I very important factor in research. Our research is examining the relationship between psychological empowerment and project success by examine the mediating role of job satisfaction and moderating role of organizational learning culture.

As these are all human related factors and individual are responsible for that, the individual in any team is separately and collectively responsible for project success as their psychological empowerment impacts the job satisfaction and project success. So our unit of analysis is the individual who has worked on at least one project in software industry. All the response taken on the variable psychological empowerment, job satisfaction, project success and organizational learning culture are on individual level.

3.2.2 Population

The population of this study is the project team members of information technology companies and software houses in Islamabad and Rawalpindi region working on different projects as per their area of expertise.

3.2.3 Sample Size

The sample size of this study consist of team members and practitioners of IT and software projects and the sample size of this study is “211” respondents. Data was collected online by distributing the questionnaire to software house due to ongoing COVID-19 pandemic. The questionnaire was shared and distributed using the social media platform and online email services

3.2.4 Sampling Approach

The data for this study was collected using convenient sampling approach. Respondent signed the consent form to participate in this study willingly, they were assured that their confidential data would not be revealed.

The respondent also pledged that the information provided to participate fully and the gathered information would be used for the academic purpose and this data will only be used to get insight on how psychological empowerment of employee project success considering the job satisfaction and the organizational learning culture.

3.3 Sample Characteristics

The demographic information of the respondents collected in this research is: gender, age, qualification and experience.

3.3.1 Gender

Gender is considered as one of the significant demographic elements because it shows the difference of male and female population in the sample. We tried to keep the gender equality during our research but there is a significant difference between the number of male and female respondents.

TABLE 3.1: Gender Frequency

Gender	Frequency	Percent
Female	81	38.4
Male	130	61.6
Total	211	100

Table 3.1 shows the gender composition of the current studies. In this study total respondents are 211 out of those 211, male participants are 61.6% (130) and female participants are 38.4% (81) of whole respondents.

3.3.2 Age

Age also plays an important role in research study, Respondents are mostly reluctant to disclose their age so for their convenience of the respondents' range of ages were utilized instead asking particular respondent their age.

TABLE 3.2: Age Frequency

Age	Frequency	Percent	Cumulative Percent
18-25 years	12	5.7	5.7
26-30 years	84	39.8	45.5
30-35 years	72	34.1	79.6
More than 35	43	20.4	100
Total	211	100	100

Table 3.2 represents the age distribution of the current study sample. In this study total, valid respondents were (n=211) , where 12 (5.7%) were from the age group of “18-25” years,84(39.8%) respondents are from the age group of “26-33” years, and remaining 72 (34.1%) respondents were from the age group of “34-41” years age, whereas 43(20.4%) respondents are from the age group of 42 above years, hence out of total sample size of “211” The higher percentage (39.8%) of current study sample has an age of “26-30” years.

3.3.3 Qualification

The importance of education can hardly be emphasized, it is a key factor that is considered crucial in the success of any nation. Education open up the horizon and help students become better human beings. So, it is also an important dimension of demographics.

TABLE 3.3: Qualification Frequency

Qualification	Frequency	Percent	Cumulative Percent
Intermediate	11	5.2	5.2
Bachelors	94	44.5	49.8
Masters	96	45.5	95.3
PhD	10	4.7	100
Total	211	100	

Table shows information related to the respondents qualification. According to our data 5.2% are intermediate passed. 44.5% people consists of people who passed bachelors. Majority of respondents had the qualification of master comprised of 57.8%. 4.7% respondents were PhD scholars.

3.3.4 Experience

This Part contains information related to the respondent's experience. To make it easy for respondents so that they can easily respond to the demographic different ranges were provided. The range started from 0 years to more than 10 years.

TABLE 3.4: Experience Frequency

Experience	Frequency	Percent
0-5 years	82	38.9
6-11years	73	34.6
12-17 years	41	19.4
More than 18 years	15	7.1
Total	211	100

Table displays the experience of the respondent in their corresponding fields. Majority of respondents 38.9% had the experience 0-5 years. Other than that the experience comprises of 34.6% with 6-11 years' experience. 19.4% with 12-17 years and 7.1% with more than 18 years' experience

3.4 Covariates

In this study, we used one Way ANOVA test to check whether any demographic variables affect any main variable. Our results show that any demographic variable does not impact our research. So demographics are not controlled in this research. . Through the ANOVA analysis, the value of significance p for all demographics were above 0.05 which makes them insignificant in this study.

TABLE 3.5: Covariates

Covariates	F Value	Significane
Gender	0.377	0.54
Age	0.855	0.473
Experience	0.638	0.645
Qualification	0.832	0.125

3.5 Scale Reliability

Reliability method is the method of providing similar results again and again when a scale or items are tested repeatedly, it tells that when the scales was tested several times, the results were same. Reliability test is used to check the consistency of the scales. In this study the reliability process is carried out to check the consistency of the result of each variable. It is measured by the value of Cronbach's Alpha as it shows the consistency and reliability of scales. Cronbach alpha provides the reliability of the scales or instruments used. The value of Cronbach's Alpha for each should be greater than 0.70 for the scale to be considered and accepted.

We created the variables in the software i.e. PE (Psychological Empowerment), JS (Job Satisfaction), OLC (Organizational Learning Culture) and PS (Project Success). Cronbach alpha expresses the inter-dependencies of the variables and also gives the view of that whether those variables have connection between them or not. The greater the value of Cronbach alpha the reliability of the scale will be greater and the lesser the value of Cronbach alpha the less reliable the scale is. Table 3.8 shows the Cronbach alpha value of each scale used in the research.

TABLE 3.6: Scale Reliability

Variables	Cronbach alpha	items
Psychological Empowerment (IV)	0.844	12
Job Satisfaction (Med)	0.725	10
Organizational Learning Culture(Mod)	0.951	21
Project Success (DV)	0.896	14

In the table reliability and validity of the each variable were analyzed and represented. Cronbach Alpha value of Psychological empowerment was 0.844, Job satisfaction was 0.725, Organizational Learning Culture was 0.951, and Project Success was .896. It shows that all the scales are reliable and have internal consistency as Cronbach's alpha of all the variables is >0.7 .

3.6 Data Collection Technique

Data collection technique involved the dissemination of questionnaire among IT professional as due to COVID 19 we were restricted to go to different organizations directly, so data was data was collected online during google form. We requested our IT professional friends to forward it to others so that we can get as much as responses possible. For data collection each respondent was encouraged by ensuring them that the information they will be provide will be kept confidential and it was being collected for only educational purpose.

Approximately 250 questionnaires were circulated for the data collection but only 211 properly filled questionnaires were received and considered.

3.7 Measurement

Five point Likert scale was used in this research to collect all the responses the Likert scale ranges from 1 to 5 where 1= strongly disagree to 5= strongly agree. Seven point scale was not used to keep things easier for the respondents. To avoid time consumption. All the results were taken from respondents without any interference from the researchers.

3.7.1 Psychological Empowerment

Respondents were asked to fill the 11-items which comprises of four categories to measure the psychological empowerment developed by (G. M. Spreitzer, 1995). First category is meaning sample question is meaning which consist of item like

“the work I do is meaningful” The second category is a competence sample question is “I am confident about my ability. . . .” The third category is self-determination which has the sample item as “Can decide on my own how to.” And last one is impact sample question is “my impact is large what.” The reliability was .889 of this measurement.

3.7.2 Project Success

To measure project success we used 14 item scale. . This scale was adopted from (Aga et al., 2016) and reported good reliability .930. The questionnaire contains items like “The project was completed on time, the project was completed according to the budget allocated,” ”The outcomes of the project are used by its intended end users,” and 14 more like that. All the questions use five point scale.

3.7.3 Job Satisfaction

We used a Ten item scale by (Macdonald & MacIntyre, 1997) for subordinates/employees to assess the Job satisfaction. 5 Likert scale was used to record the Responses of the participants ranging from 1= Strongly Disagree to 5= Strongly Agree. The sample items are do you feel you are always as clear as you would like to be about how you are supposed to do things on this job? Do you feel you are always clear as you would like to be about what you have to do on this job?

3.7.4 Organizational Learning Culture

For this research, a shorter version of Dimension of learning organization questionnaire (DLOQ) is used. The questionnaire consist of 21 items. The original scale was presented by (Watkins, K.E. and Marsick, 1997). The shorter version has been used by so many researchers. We adopted the scale used by (Goula et al., 2020). 21 items was considered most appropriate because of its preferable psychometric properties, as well as its ease of completion and, thus, its reduction of loss to follow-up. The dimensions were measured on a 5-point Likert scale (1-

Strongly Disagree, 5- Strongly AGREE). The sample items are “In my organization, people help each other learn” the sample item from embedded system is “My organization makes its lessons learned available to all employees”. The reliability of the scale is reported as 0.985.

TABLE 3.7: Instruments

No.	Variables	Source	items
1	Psychological Empowerment (IV)	(G. M. Spreitzer, 1995)	11
2	Job Satisfaction (Med)	(Macdonald & Machtyre, 1997)	10
3	Organ. Learn. Culture (Mod)	(Goula et al., 2020)	21
4	Project Success (DV)	(Aga et al., 2016)	14

3.8 Data Analysis Techniques

- After data collection from respondents, data collected from 211 respondents was separated and analysis was completed using IBM SPSS version 21. Several steps were performed to carry out the analysis and to check whether our hypothesis. The flow of analysis follow as:
- Filtering the data for any missing or inappropriate responses. Only valid responses were selected for data analysis in SPSS
- Four Variables were created i.e. PE (Psychological Empowerment), JS (Job Satisfaction), OLC (Organizational Learning Culture) and PS (Project Success).
- Frequency tables were generated to describe the sample and demographics i.e. Gender, Age, Qualification, Experience.
- Descriptive statics of variables was completed using numerical values
- Cronbach alpha provided the reliability of the scales used.

- Significant relationship between variables was checked by performing Pearson Correlation Analysis.
- We performed regression analysis after the model was confirmed fit for our study. Single linear regression analysis of independent and dependent variables was performed to check their specified relation.
- Preacher and Hayes Process was used to carry out mediation and moderation to identify the effect of mediator and moderator between the independent and dependent variables.
- After complete results of regression analysis, hypothesis were determined either accepted or rejected.

Overall we Performed:

- Descriptive Analysis
- Reliability Analysis
- Correlation Analysis
- Regression Analysis (Mediation and Moderation analysis)

Chapter 4

Data Analysis and Results

4.1 Data Coding

The research study results were analyzed using IBM SPSS version 21. Before starting the analysis each item of the variable has assigned a specific code for quick and easy identification. For example, items of the Psychological Empowerment are coded as PE1, PE2, and PE3. . . PE12. Similarly, the items of Job Satisfaction are coded as JS1, JS2 JS3, etc. Project Success is coded as PS1, PS2, PS3, etc. Organizational learning culture has been coded as OLC1, OLC2, OL3, etc. our items had reverse questions to know the accuracy of answers respondents have given.

4.2 Descriptive Statistics

Descriptive statics displays the important information about the variables used in this research which are Psychological Empowerment, Job Satisfaction, Project Success and Organizational learning Culture. Descriptive statistics is the comprehensive summary of the whole data collected using survey. In descriptive statistics the values included are the maximum value, minimum value of all the variables also mean and standard deviation of each variable. Average of the responses is mean, and the change of responses from their mean is the standard deviation.

Table 4.1 shows the total sample size is 211 for the variables. Each variable was recorded using 5 point Likert scale in which 1 depicts strongly disagree and 5 is equal to strongly agree. Averages of responses are described as mean value, the change of response from the respondents is denoted as standard deviation

The mean of psychological empowerment is 3.76 and its standard deviation is 0.66. Value of Job Satisfaction is 4.04 and its standard deviation is 0.57. The mean value of Project Success is 3.83 and its standard deviation is 0.61. The mean value of Project Success is 3.38 and its standard deviation is 0.77 respectively.

TABLE 4.1: Descriptive Statistics

Variables	Size	Min.	Max.	Mean	Std.Dev
Psych. Empow.	211	1	5	3.76	0.66
Job Satisfaction	211	1	5	4.04	0.57
Proj. Success	211	1	5	3.83	0.61
Org. Learn. Culture	211	1	5	3.38	0.77

4.3 Correlation Analysis

Correlation analysis is done to identify the strength and direction of the study of variables. The correlation analysis is carried out to study the association between variables. Direct and inverse relationships usually exist in correlation analysis which means association can be negative or positive. Direct relationship depicts that how change in one variable can cause a change in other variable as well. Similarly decrease in one variable will decrease second variable. In inverse relationship increase in one variables will decrease the other variable and decrease in first variable will increase the second variables.

Pearson Correlation ranges is set between -1 and +1. Where -1 shows that perfect negative correlation exists between variables. +1 shows that positive perfect correlation is available in two variables which means increase in one variable will increase in other variable as well. 0 shows that variables have no association at all. They are not correlated. . The reasons to do correlation analysis in this study

was to find out the relationship among Psychological empowerment and project success, Job satisfaction as mediator and moderation of Organizational Learning Culture to validate the assumed hypothesis:

TABLE 4.2: Correlation Analysis

Variables	1	2	3	4
Psychological Empowerment	1			
Job Satisfaction	.257**	1		
Organizational Learning Culture	.429**	.752**	1	
Project Success	.645**	.596**	.731**	1

Mostly researcher do not take into account the demographics of research while performing correlation analysis. The table shows that relationship exist between these variables by performing Pearson correlation. It is seen that there is a positive significant correlation between Psychological empowerment (independent variable) and job satisfaction (mediator) as $r = 0.257$ and $p < 0.01$. A strong relationship exists between PE (Independent variable) and OLC (moderator) as $r = 0.429$ and $p < 0.01$. It also shows that there is a significant relationship between psychological empowerment and project success as $r = 0.645$ and $p < 0.01$.

There is positive significant relationship between job satisfaction and organizational learning culture as $r = 0.752$ $p < 0.01$. A positive significance is also present between JS and PS as $r = 0.596$, $p < 0.01$. Organizational Learning culture is significantly related to the project success as here $r = 0.731$ and $p = 0.01$.

4.4 Regression Analysis

To check the association and relationship between variable we performed Pearson correlation in this research, however we cannot completely rely on correlation analysis to show relationship. Correlation analysis does not show the complete insight into the level of relationship of variables, it doesn't provide strong evidence

to support the association. Therefore regression analysis is performed to validate the dependence of one variable with other. Regression analysis basically show the extent to which one variable is dependent on the other variable i.e. independent variable on which it is being regressed.

Simple and linear regression was conducted when our purpose was to establish a causal relationship and only two variables were involved for analysis. When more than two variables are used in framework then multiple regression is carried out. Here we have the results of simple linear regression analysis. In this research, (Kristopher J. Preacher, 2004) methods have been used for both mediation and moderation regression analysis. To check moderation we used model 1 of preacher & Hayes. Model 4 for mediation is used in (Kristopher J. Preacher, 2004) process, Both processes are conducted separately and results were recorded.

4.4.1 Linear Regression

H1: Psychological Empowerment and Project Success.

TABLE 4.3: Simple Regression

Predictor	Project Success		
	β	R^2	Sig
Psychological Empowerment	0.429***	0.08	0.000

Un-standardized regression coefficient reported. N = 211, * p<.05; ** p<.01; ***p<.001.

Table 4.3 shows the analysis of our first hypothesis. First, we tested H1 that Psychological Empowerment have positive impact on project success. Results of our analysis showed that there is positive and significant relationship exist between psychological empowerment and project success. The β co-efficient is 0.429, $R^2=0.080$ with the p-value =0.000. The significance of R^2 shows the coefficient of determination whereas β value shows the rate of change signifying that 1 unit change in project learning leads to 0.429 unit change in project team creativity.

The p-value of 0.000 indicates that these variables have highly significant relation with each other.

Hence, Hypothesis 1 is accepted.

H2: Psychological Empowerment and Job Satisfaction.

TABLE 4.4: Simple Regression

Job Satisfaction			
Predictor	β	R^2	Sig
Psychological Empowerment	0.761***	0.57	0.000

Un-standardized regression coefficient reported. N = 211, * p<.05; ** p<.01; ***p<.001.

In H2 we made assumption that there is positive impact of psychological empowerment on job satisfaction. The findings we get from regression analysis is present in **Table 4.4**.

Our finding shows that psychological empowerment and job satisfaction have positive and significant relationship with each other. The value of β co-efficient is 0.761, $R^2 = 0.57$ and p-value = 0.000. The value of R^2 is the coefficient of determination, whereas β value shows the rate of change shows that 1 unit change in psychological empowerment can bring 0.681 unit change in job satisfaction. The p-value of 0.000 specifies that the association is very strong. So from our findings we can say that H2 is accepted.

H3: Job Satisfaction and Project Success.

TABLE 4.5: Simple Regression

Project Success			
Predictor	β	R^2	Sig
Job Satisfaction	0.400***	0.102	0.000

Un-standardized regression coefficient reported. N = 211, * p<.05; ** p<.01; ***p<.001.

In Hypothesis H3 we assumed that interactive coordination is positively associated with project team creativity. The regression results of this hypothesis are given in **Table 4.5**.

Results of regression analysis revealed that there is positive and significantly strong relationship exist between Job Satisfaction and Project success The β co-efficient value is 0.400, $R^2=0.102$ with the p-value = 0.000.

The value of R^2 shows the coefficient of determination whereas β value shows the rate of change demonstrating that 1 unit change in interactive coordination leads to 0.400 unit change in project team creativity. The p-value of 0.000 indicates that the relationship is highly significant. Hence, Hypothesis 3 is accepted.

4.5 Mediation Analysis Results

Mediation analysis is used to check to what extent job satisfaction mediates between psychological empowerment and project success. To check the mediator's effect, we selected model 4 of Hayes Process macro through SPSS by (Andrew F. Hayes, 2013). In this we tested the path a, b, c and c'.

When we run preacher and Hayes process, we check these three effects of mediation: Total effect, direct effect and indirect effect.

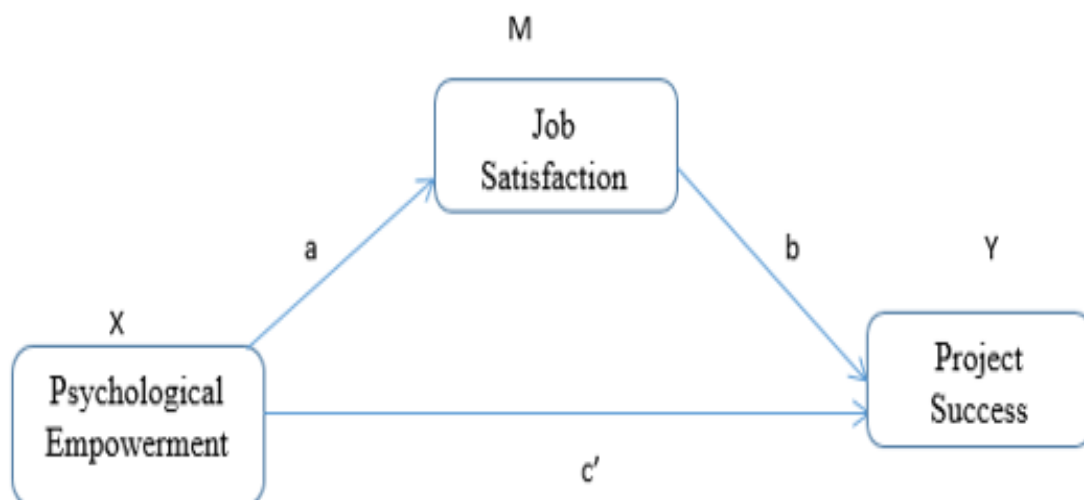


TABLE 4.6: Mediation Analysis

IV	Effect on IV on M (a path)	Effect of M on DV (b path)	Total effect of IV on DV (c path)	Direct effect of IV on DV (c' path)	Bootstrap Results for Indirect Effects	
	β	β	β	β	LLCI	ULCI
PL	0.581***	0.412***	0.308***	0.044	0.1065	0.3183

Un-standardized regression coefficient reported. Bootstrap sample size was 5000. Confidence Interval = 95%. Sample Size 211 IV independent variable, DV Dependent Variable, M Mediator Variable, * $p < .05$; ** $p < .01$; *** $p < .001$ LLCI = Lower Limit Confidence Interval; ULCI = Upper Limit Confidence Interval.



FIGURE 4.1: Mediation Analysis Results

Below is the explanation of each path:

Hypothesis 4 shows that JS will mediate the relation between PE and PS. The findings of the mediation analysis is given in 4.6, offers strong explanation. The table below describes that indirect effect of psychological empowerment on project success has the LL confidence interval and UL confidence interval of .1065 and .3183. Both the upper limit and lower limit has same signs, both are positive and there was zero value present between them.

So we can see that strong mediation exists between independent and dependent variable. Hence, H4, was maintained, that job satisfaction mediates the relationship of psychological empowerment and project success.

4.6 Moderation Analysis

To test our last hypothesis H5 which says that OLC moderates the relationship between PE and JS, we used the moderation model 1 of PROCESS macro through SPSS (Andrew F. Hayes, 2013).

TABLE 4.7: Moderation Analysis

Variables	β	SE	t	p	Bootstrap results for indirect effects
Constant	1.7359**	0.5197	3.3398	0.0009	0.7133 2.7585
Int Term	0.1170*	0.0471	2.4837	0.0135	0.0243 0.2098

Un-standardized regression coefficient reported. Bootstrap sample size was 5000. Confidence Interval = 95%, N = 211, * $p < .05$; ** $p < .01$; *** $p < .001$.

For moderation hypothesis was given. Hypothesis 5 states that OLC moderates the association of PE and JS such that psychological empowerment makes a stronger positive relationship with job satisfaction for project team members who have greater OLC than those who have low OLC. **Table 4.7**, results provide an explanation for hypothesis 5. The reason is interaction term of “Organizational learning culture ” moderates on the relationship of “Psychological empowerment and job satisfaction” has the LLCI and ULCI of 0.0243 and 0.2098 and both have the same sign and no zero value is present. Similarly, the interaction term specified positive and significant regression coefficient ($\beta=0.1170^*$, $p=0.0135$).

The finding shows that OLC moderates the connection between psychological empowerment and job satisfaction in a way that it make the association stronger, that when individual is provided with learning environment they are more psychologically empowered and conversely become satisfied with their job. Hence, the results show that our H5 is accepted and it is proved.

Figure 3 shows the graphical representation of moderation hypothesis acceptance. The Organizational learning culture moderates the relationship between psychological empowerment and job satisfaction.

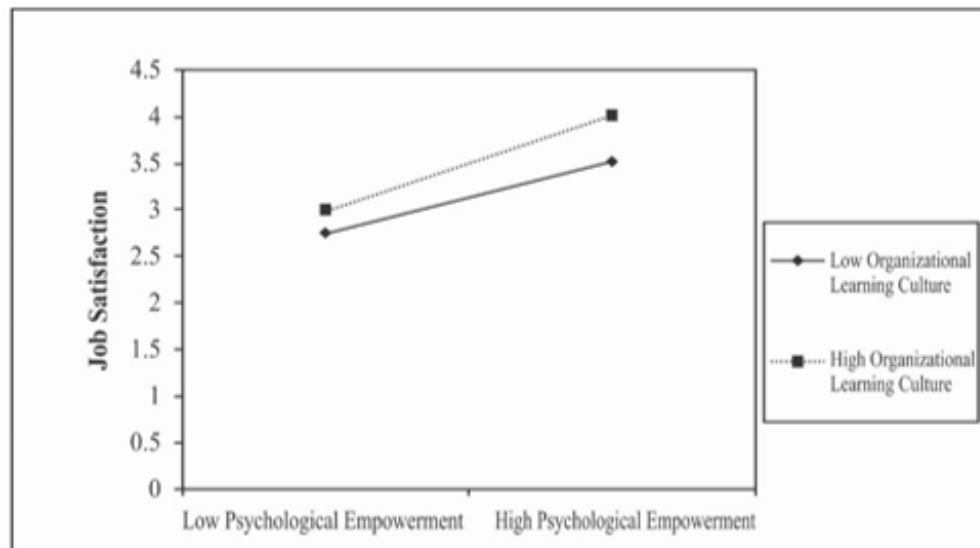


FIGURE 4.2: Interaction Graph

It gives more proof of the moderation capacity of organizational learning culture, the linear graph was plotted for moderator in above. As shown in the figure, the slope of the relationship between psychological empowerment and job satisfaction was stronger for organization with more learning culture. The figure shows that that when psychological empowerment and job satisfaction was high the organization will have high organizational culture and vice versa.

4.7 Summary of Accepted/ Rejected Hypothesis

TABLE 4.8: Hypotheses Summarized Results

Hypotheses	Statement	Status
Hypothesis 1	There is positive impact of psychological empowerment on project success	Accepted
Hypothesis 2	There is positive impact of psychological empowerment on job satisfaction	Accepted
Hypothesis 3	There is a positive impact of job satisfaction on project success	Accepted
Hypothesis 4	Job Satisfaction mediates relationship between Psychological Empowerment and Project Success	Accepted
Hypothesis 5	Organizational Learning Culture moderates the relationship between Psychological Empowerment and Job Satisfaction.	Accepted

Chapter 5

Discussion and Conclusion

The prior research in this field of psychological learning and project management benefit in detail the inter-related characteristics of the concepts (Alkahtani et al., 2021; Gong et al., 2020; Hameed & Waheed, 2015; Khan, 2020; Tetik, 2016). Pragmatic research on psychological empowerment support that variables such as job satisfaction, organizational culture, job involvement, organizational outcomes are influential variables to be explored further and have a significant impact on employee performance and project success (Al-Makhadmah et al., 2020; Alper Ertürk & Albayrak, 2019; Herry Pintardi Chandra, Indarto Indarto, I Putu Artama Wiguna, 2011; Meng & Sun, 2019; Tripathi & Bharadwaja, 2020).

The main prominence of this research was to study the association among psychological empowerment and project success in project-based organizations within contextual settings of Pakistan. The exploration also considered the mediating role of job satisfaction between psychological empowerment and project success and the moderating role of organizational learning culture between psychological empowerment and job satisfaction. The study was conducted in project-based firms striving to gain project success by empowering their employees with learning culture. The outcome of the study proposes that psychological empowerment have a significant influence on project success which means the project which has more empowered employee working on it has better chances of success than less empowered employees. There is a positive association between psychological empowerment and job satisfaction, which additionally has a positive connection with

project success. Therefore, H1, H2, H3, H4 and H5 are accepted by confirming the relationship between psychological empowerment and project success through the mediation of job satisfaction. This suggests that psychological empowerment emphatically improves job satisfaction of individuals involved in the project which improves the project success of project.

The study includes variables of organizational learning culture as moderator. The data collection and analysis is done in the contextual setting of Pakistan especially the firms from Rawalpindi Islamabad, the data proves that organizational learning culture positively impact the relationship between psychological empowerment and job satisfaction of the project team and project manager. The role of organizational learning culture was found to be significant and positively affecting the relationship between psychological empowerment and job satisfaction.

The comprehensive discussion on each of the hypothesis is as follows:

5.0.1 Hypothesis H1: Psychological Empowerment have Positive impact on Project Success

In H1 it was hypothesized that there is a significant correlation in psychological empowerment and project Success. The outcomes of the hypothesis ($\beta = 0.429$, $t = 5.27$, $p = 0.000$) showed the presence of a significant association between project learning and project team creativity. The t value of 5.27 points to the higher level of association between psychological empowerment and project success, from the value 2 it is clear that findings are statistically incredible. The β coefficient is 0.429 which shows that project success is increased by 42.9% units when there is 1% unit change in psychological empowerment.

Pragmatic studies in the field of project management typically consider psychological empowerment as a vital variable positively strengthening the project success probability as the employee with more psychological empowerment is more likely to perform better on projects than less empowered team members (Karimiha, 2020; Tuuli & Rowlinson, 2009a; Verki & Nasrollahi, 2016). The outcomes of this exploration are also in agreement with the result found by (Oh et al., 2016), which

says that today's in the age of globalization and change, it is necessary to psychologically empower employees by giving them meaning to their work, they should know that the work they are doing is impactful, and if they have autonomy to make decisions when needed then the project is more likely to be successful.

Different researches have shown that psychological empowerment enhances individual creativity, adaptability, project performance (Kirkman & Rosen, 1999) found a highly significant relationship between psychological empowerment and organizational performance. For new product development and innovation psychological empowerment of a team of high importance as it helps the team to bring out the ideas (Scott E. Seibert, 2004). Psychological empowerment makes the individual feel more autonomous in his decision, feel free to make progress, which in result enhances their performance on organizational level and individual level (Mills & Ungson, 2003). (A Ertürk, 2012) argued that PE has a very strong association with innovation and individual creativity. Likewise, (Lawler, 1992) also showed that psychological empowerment leads to high productivity, performance and creativity.

Project managers who are psychologically empowered when face a problem during project cycle more likely to tackle it in a nicer way with the help of self-confidence and mutual trust on each (Farr-Wharton & Brunetto, 2007) also suggested that outcome of psychological empowerment such as creativity, innovation, mutual trust also increase organizational performance and it also increases the collaboration among project teams. (G. Spreitzer et al., 1997) also found that psychologically empowered employees are more likely to influence work environment in positive and productive ways and they also become proactive in their decisions.

5.0.2 Hypothesis H2: There is Positive Impact of Psychological Empowerment on Job Satisfaction

In Hypothesis 2 it was assumed that there is a positive impact of PE on JS. Our finding from hypothesis ($\beta=0.761$, $t=16.7$, $p=0.000$) verified the presence of a suggestively positive association between PE and JS. The t value of 16.7 specifies the significant level of association between psychological empowerment and job

satisfaction, t value shows that outcomes are statistically significant. The beta coefficient (β) is 0.761 which tells us that Job Satisfaction is increased by 76.1 % units when there is 1% unit change in psychological empowerment.

Present literature available on PE and JS also assist the outcomes of the exploration (Al-Makhadmeh et al., 2020; Hechanova et al., 2006; Safari et al., 2011) Ma. Regina M, Khalil Safari. (Wong & Laschinger, 2013) suggested in their research paper that job satisfaction is highly correlated with employee satisfaction, when an employee feels empowered, he feels autonomy in his work, they put more energy and effort to attain the organizational goal, psychological empowerment also cause reduction in job burnout and exhaustion among employee.

G. Spreitzer et al., (1997) in his research proved that competence has substantial impact on individual JS. Earlier research by (Krishnan, 2012) confirms that psychological needs of employee result in job satisfaction, he also showed positive effect of job independence and impact on job satisfaction. Research showed that employee with low job impact can feel demotivated, when employee thinks the work they are doing is insignificant this sense of having low impact on the work and people around them can be depressing and intimidating.

JS can be taken as (Weiss, 2002) an overall state of happiness with job an individual gets from their work experience and job role, which consists of effective and cognitive components (Judge et al., 2017; Judge & Kammeyer-Mueller, 2012) . Moreover, according to literature Job involvement and satisfaction are were considered as the positive factor in a person's optimistic approach toward his work (Lyubomirsky et al., 2005), and job -relating wellbeing (Judge et al., 2002; Rothausen & Henderson, 2019). PE proved an essential motivating source which most likely to increase work engagement of employees towards their work (Fabian Ugwu, Ike E. Onyishi, 2014).

Individuals with higher emotional intelligence most likely to find more PE and then show additional work commitment than employees with less emotional intelligence, and thus contribute to an improved satisfaction with their works. These findings proved the perception of psychological empowerment in organizations and showing rich work engagement are quite crucial in increasing satisfaction with their jobs

(Amundsen & Martinsen, 2015; Karatepe, 2011; Khany & Tazik, 2016; Nikpour, 2018; Seibert et al., 2011; Zhou et al., 2019) .

The project-based organizations of Pakistan necessitate PE for business on so many levels like individual and organizational. Association of PE and JS is clearly and considerably recognized as results of pragmatic testing of the hypothesis we proposed. The findings of the outcomes support the positive association of psychological empowerment with job satisfaction in the organizational setting in Pakistan.

5.0.3 Hypothesis H3: Job Satisfaction have Positive Impact on Project Success

In H3 it was hypothesize that there is positive impact of job satisfaction on project success. Our findings from the tested hypothesis ($\beta=0.400$, $t=13.7$, $p=0.000$) verified the presence of a suggestively positive association between job satisfaction and Project success. The t value of 13.7 specifies the high level of association between job satisfaction and project success, as the value is more than 2 means that outcomes are statistically momentous. The β co-efficient is 0.400 which demonstrates that project success is increased by 40 % units when there is 1% unit change in job satisfaction.

Scholar have studied job satisfaction in both ways as independent and independent variables researchers like (Judge et al., 2005; Ro & Chen, 2011) have studied job satisfaction in project management landscape. Job Satisfaction is associated when act as independent variable has shown association with a lot of workplace behaviors like turnover intention, Job burnout and project manager's performance and also the project success as a whole (Bowling, 2007; Judge & Bono, 2001). (Parker & Turner, 2005) conducted research which proved JS has a very strong association with project manager turn over intention. Furthermore, (Pheng & Chuan, 2006) also argued that job satisfaction impacts the performance of project manager in complex projects.

“Job satisfaction shows an individual's overall inclination towards job and the organization. Individual with positive attitude are mostly productive workers. An

attitude of a person is his approach towards specific event and situation“(Charles S. Parker, 1993b). Poor job satisfaction of employees can cause them work less efficiently and in so many extreme cases can lead to disruption and destabilize project work so that’s why project success depends highly on employee job satisfaction.

So many organizations fail to understand the importance of working environment and job satisfaction of employees therefore organizations mostly fail to understand why their project fails (Raziq & Maulabakhsh, 2015). There are several aspects of job satisfaction, it is one of the feeling and viewing reaction of employees to job (Gebczynska, 2020). Satisfaction is of immense importance for employees to stay happy to make any project success. Satisfaction with job represents that job is enjoyable and it is a mental state which shows the importance of work in someone’s life (Danish & Usman, 2010). (Kevin E. Cahill, Tay K.

McNamara, Marcie Pitt-Catsoupes, 2012) argued that supervisor support influences job satisfaction, employee satisfaction, organizational productivity and project performance. Supervisor and team cooperation more likely to enhance employee’s sense of duty toward his group because of the trustworthiness they share which result in better project performance due to collective effort (Gebczynska, 2020). Similarly, (Mulki et al., 2015) found same results in his research satisfaction with higher administration leads to better result, more work effort and enhanced the probability of project success , (Bouckenoghe et al., 2013) also concluded that “Job satisfaction is likely to function as a facilitator in the context of job performance”

5.0.4 Hypothesis H4: Job Satisfaction Mediates between Psychological Empowerment and Project Success

In hypothesis 4, it is hypothesize that job satisfaction act as a mediator between Psychological empowerment and project success. This study states that job satisfaction is playing the role of mediator and this hypothesis has been accepted because our results show the significance of the hypothesis. The main indicator of this hypothesis is the upper and lower limit both has the same sign and no zero value exists between them while bootstrapped at 95%. Interval value around

the indirect effect of relationship between PE and PS. Lower limit = .1065, upper limit = .3183. (Isen & Daubman, 1984) argued that job satisfaction is the psychological state of pleasure which give power to people to see the connection and relation among cognitions, and to process things in more systematic and integrated manners. In result, employee become more open to new and creative ideas (Taherkhani, 2015).

(Indradevi, 2012) found a strong association between psychological empowerment and job performance when job satisfaction was used as mediator. According to their finding the dimension of meaning has most significant impact on job satisfaction. Most studies were carried out in service and health industry. So many recent studies are also empowerment of employees in tourism industry , their satisfaction and performance (Ayupp & Chung, 2010; C., 1996; Humborstad & Perry, 2011; Ro & Chen, 2011; Tsaur et al., 2014). The literature shows that job satisfaction play a vital role in achieving success in complex projects. Because more employee feels satisfied with his he is more likely to achieve project goals more easily than the employees with less job satisfaction, which leads to project success. The results of this hypothesis clearly state that the relationship between PE and PS is mediated by JS positively and considerably in project based organizations in Pakistan.

5.0.5 Hypothesis H5: Organizational Learning Culture Moderates the Relationship between Psychological Empowerment and Job Satisfaction in such a way that high OLC will Strengthen the Relationship between PS and JS

Hypothesis 5 shows the moderation effect of organizational learning culture between psychological empowerment and project success. The results of this hypothesis have showed a positive and significant relationship. $\beta=0.1170$ shows that the organizational learning culture is positively impacting the relationship of psychological empowerment and Project Success. $P=0.0135$ shows that organizational learning culture has a significant relation on the link between PE and PS. As the

lower and upper limit for the interaction have same sign and no zero values exist between the relationship of PE and PS.

In this study, we found the strong moderation of OLC on the relationship of PE and PS. specifically, this study was purposed to prove that OLC enhances the chances of project success with help of high psychological empowerment of team members.

OLC has not been studied in context of psychological empowerment and Project Success. Organizational learning culture has a strong influence on their commitment with organization and can lead project to success (Wanto & Suryasaputra, 2012). As project is team effort and team needs good organizational learning culture and an environment where each member can learn from each other so that they can perform better. By receiving an environment where one can continuously learn and update his skills and gets help in case of any problem will be able to give his best for that team. Organizational learning culture will have a positive and far better outcome than the one where learning culture is missing and in result projects can be managed more efficiently and effectively.

Chiu 2005 proved a strong association among job satisfaction and learning organization culture. (Keller et al., 1996) argued that job environment makes very strong impact on employee satisfaction with job and team innovative capability, especially involvement, collaboration, and work ethics. (Rowden & Conine, 2005) and (P. C. F. Tsai et al., 2007) proved that culture of learning promotes high level of job satisfaction among individuals. (Eylon & Bamberger, 2000) also argued that a sense of empowerment has positive association with job satisfaction.

(Griffin et al., 2001) confirmed the level of cohesiveness among teams and productivity of work depends upon their perception of autonomy at work place and overall culture of that place(Lund, 2003) indicated that company environment with creativeness, novelty, and flexibility have less turn over intentions of employees. (Alegre & Chiva, 2008) also said that organizational learning ability through a challenging job environment has affect in developing employees' capabilities and employee work happiness (Emami et al., 2012).

So, it is concluded from the previous research and results of our data analysis that OLC should be inculcated in organizations. Data suggests that in context of Pakistan's IT and construction industry, organizational learning culture can increase the psychological empowerment of individuals which will lead to project success. And our result show that the organizational learning culture strengthens the correlation of PE and project success by performing moderation between them.

5.1 Research Implications

5.1.1 Managerial Implication

Our study includes theoretical and practical implications with focus on project based organizations as previous studies have not examined the impact of OLC on project success in a complex environment while enhancing psychological empowerment of individual specifically in Pakistan context. Our results significantly show that with the role of organizational learning culture enhances the success rate in projects when employee possess psychological empowerment. Practically, each project is complex in its own nature team member should be psychological empowered to take right decision at right time to make project successful. A significant relationship has been confirmed between psychological empowerment and project success with job satisfaction being a mediator.

When organization psychologically empower their employee to help them achieve project goals specially in project based IT organization where mostly agile methodology is being used, where team have to be accountable for themselves and where they have to take decision to make project work, psychological empowerment of employees play a very significant role. And if the organizational learning culture is high in the team than the productivity of the team will be increased as they will be read to help each other, share useful information with each other and earn from each other. Job satisfaction plays a significant role in the perception of individual toward their work, more an individual is satisfied with their work.

By Giving employees a sense of psychological empowerment within organization along with learning culture where they can nurture their skills this would enable

the project team to work more efficiently and effectively that would eventually make the work environment more productive which would result in project success. Psychological empowerment and project success is extensively studied in past literature but using organizational learning culture as a moderator is not studied to our best knowledge.

Research introduces organizational learning culture as moderator exposed the impact on psychological and job satisfaction. Results certified that organizational learning culture is connected to psychological empowerment and enhances the chances of job satisfaction and which in result help in project success.

This research is important for managers, employees, supervisors and leaders, since in Pakistan very less attention is given to the psychological empowerment of employees. Projects are complex and unique so it's necessary that the employee should be empowered and have learning culture. This will help organization to meet the ever changing nature of projects. With right organizational culture and adequate autonomy to the employees in which they can learn, grow, unlearn, then grow again is very important because we can never be sure of achieving project goals in this age and time if our team is not as agile and empowered as it should be, which can only be achieved in right learning organizational culture and when employee is satisfied with his work and organization.

Moreover, this study highlights the importance job satisfaction in project based organizations and organizational learning culture of an organization for the success of project.

5.2 Academic Implications

The proposed study with its results can be used by social scientist and fellow researchers to study the human factors and their different impacts in human resource management and project success. This research can be used in the development project in several institution as it define the importance psychological wellbeing of an employee and how it can bring out benefits for organization in so many ways. In today's world this research can be used as foot forward to ensure the further

research on organizational structures and culture. This study can be used to make better the employee performance and human resource practices in countries like Pakistan and more appropriately in project-based organizations. The findings of this research have some similarities and differences regarding the power of employee within a company and its impact on project performance and success. So this study can be used as future reference for comparison of such practices in different kind of organizations and industries. It shows the human factors which plays an important role in project based organization rather than traditional organization.

5.3 Limitations of Research

This study like all researches has its limitation, first limitation and foremost is the time and resources. This is a cross sectional research so it has those limitations. Due to these limitations it is not easy to cover all the aspect of study. The model is using only one mediator and one moderator, in future researchers can use more moderators and mediator. Data gathered in this study is from only two cities of Pakistan Rawalpindi and Islamabad due to time constraint. The researchers can use more time to gather data in future. So for further research data can be gathered from different project based organization of Pakistan other than IT organization. One other limitation is that this study uses convenience sampling. Convenience sampling is also referred as limitation in research as it might not reflect the real population. If the data was collected from the real population then the result might be different. Persuading employees give data is very difficult task because they are least willing to help in this regard.

5.3.1 Future Research Directions

There are so many aspect of study that couldn't be covered in this research so there is so much room for improvement. This research provides many further possibilities for future researches. In this research, we targeted to test the impact of psychological empowerment on project success by using job satisfaction.

Moreover, the relationship of psychological empowerment and project success can be studied using other variables. Changing the moderator between the PE and JS can also be focused in future researches. Other mediators such as job involvement, job stress can be used between psychological empowerment and project success. We suggest additional study to be made on data and techniques to data collection. This study has organization based mediator and moderator by changing one or both can lead to different results.

5.4 Conclusion

This whole research makes effort to investigate the relationship of psychological empowerment and project success in a projectized organizations in Rawalpindi and Islamabad. Closed questionnaire based survey was conducted for data collection for examining the impact of psychological empowerment on project success with job satisfaction as a mediator and organizational learning culture as a moderator. Almost 250 questionnaires were distributed for analysis purpose of the said relationships but 211 questionnaires were utilized for the study having correct information. The present study and proposed hypothesis were accepted and supported in the light of psychological empowerment showing how to deal with complex projects. There are five hypotheses in this study, tested and evaluated in Pakistan context. The research has provided complete view of the impact of PE on PS with job satisfaction as mediator and moderation of OLC.

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Appendix-A

Questionnaire

Dear Respondent

My name is Rukhshanda Tariq Satti and I am MS Project Management student at Capital University of Science and Technology, Islamabad. You are invited to participate in a research study. Following is some information to help you decide to take part in the study. Please read the information carefully. If you have any questions about the study, you can ask by email:

Researcher: **Rukhshanda Tariq Satti:** rukhshiatti@gmail.com

Supervisor: **Dr. Lakhi Muhammad:** lakhi.muhammad@cust.edu.pk.

MS (PM) Research Scholar,

Faculty of Management and Social Sciences,

Capital University Science and Technology, Islamabad.

Information Sheet

This research is to study the relationship of psychological empowerment, job satisfaction, Organizational learning culture and project success in project management. Thesis Committee of Capital University of Science and Technology, Islamabad has approved this study. All employees of the organizations that carry project based activities are invited to participate in this study. To participate, you have to fill in the questionnaire. It will take only 5-10 minutes of your time. Your response to the email with the filled questionnaire will be considered as your consent to participate in the study. Your responses will be kept strictly confidential

and will not include any names or other details about yourself. Any publication of the research will also not include personal identification details of participants. While there may not be any immediate personal or professional benefit from your participation in the study, your participation is highly valued. It will help us understand the dynamics of our study variables in project based activities and make recommendations for wellbeing of people working in such environment. Participation in this study is voluntary. There will be no cost to participate in this study. Please insert your name in the consent form below before filling in the questionnaire.

Consent Form

I confirm that I have read and understood the preceding information sheet. I was given the opportunity to ask questions. My participation in the study is voluntary and I have the right to withdraw from the study at any time during the administration without any of my medical care and legal rights being affected. I understand that the information obtained from the questionnaires will be anonymized and will be used for the purposes of research only. I agree to take part in this study.

Section 1: Demographics

Gender	1- Male 2- Female 3- Prefer not to say
Age(years)	1 (18-25) 2 (26-30), 3 (30-35), 4 (35 and above)
Qualification	1 (Matriculation) 2 (Intermediate) 3(Bachelor) 4 (Masters), 5 (PhD)
Experience(years)	1 (0-5), 2 (6-11), 3 (12-17), 4 (More than 18 years)

Section 2: Psychological Empowerment

Please tick the relevant choices: 1= Strongly Disagree 2= Disagree 3= neither Agree/nor Disagree 4= Agree 5= Strongly Agree.

Sr. No	Statement					
1	The work I do is very important for me	1	2	3	4	5
2	I am self-assured about my capabilities to perform my work activities	1	2	3	4	5
3	The work I do is meaningful to me	1	2	3	4	5
4	I am confident about my ability to do my job	1	2	3	4	5
5	My job activities are personally meaningful to me	1	2	3	4	5
6	I have mastered the skills necessary for me job	1	2	3	4	5
7	Can decide on my own how to go about doing my work	1	2	3	4	5
8	I have considerable opportunity for independence and freedom in how I do my job	1	2	3	4	5
9	My impact on what happens in my department is large	1	2	3	4	5
10	I have a great deal of control over what happens in my department	1	2	3	4	5
11	have significant influences over what happens in my department	1	2	3	4	5

Section 3: Project Success

Please tick the relevant choices: 1= Strongly Disagree 2= Disagree 3= neither Agree/nor Disagree 4= Agree 5= Strongly Agree.

Sr. No	Statement					
1	The project was completed on time.	1	2	3	4	5
2	The project was completed according to the budget allocated.	1	2	3	4	5
3	The outcomes of the project are used by its intended end users.	1	2	3	4	5

4	The outcomes of the project are likely to be sustained.	1	2	3	4	5
5	The outcomes of the project have directly benefited the intended end users, either through increasing efficiency or effectiveness.	1	2	3	4	5
6	Given the problem for which it was developed, the project seems to do the	1	2	3	4	5
	best job of solving that problem.					
7	I was satisfied with the process by which the project was implemented.	1	2	3	4	5
8	Project team members were satisfied with the process by which the project was implemented	1	2	3	4	5
9	The project had no or minimal start-up problems because it was readily accepted by its end users.	1	2	3	4	5
10	The project has directly led to improved performance for the end users/target beneficiaries.	1	2	3	4	5
11	The project has made a visible positive impact on the target beneficiaries	1	2	3	4	
12	Project specifications were met by the time of handover to the target beneficiaries	1	2	3	4	5
13	The target beneficiaries were satisfied with the outcomes of the project.	1	2	3	4	5
14	Our principal donors were satisfied with the outcomes of the project implementation	1	2	3	4	5

Section 4: Job Satisfaction

Please tick the relevant choices: 1= Strongly Disagree 2= Disagree 3= neither Agree/nor Disagree 4= Agree 5= Strongly Agree.

Sr. No	Statement					
1	I receive recognition for a job well done	1	2	3	4	5
2	I feel close to the people at work	1	2	3	4	5
3	I feel good about working at this company	1	2	3	4	5
4	I feel secure about my job	1	2	3	4	5
5	I believe management is concerned about me	1	2	3	4	5
6	On the whole. I believe working is good for my physical health	1	2	3	4	5
7	All wages are good	1	2	3	4	5
8	All my talent and skills are used at work	1	2	3	4	5
9	I get along with my supervisors	1	2	3	4	5
10	I feel good about my job	1	2	3	4	5

Section 5: Organizational Learning Culture

Please tick the relevant choices: 1= Strongly Disagree 2= Disagree 3= neither Agree/nor Disagree 4= Agree 5= Strongly Agree.

Sr. No	Statement					
1	In my organization, people help each other learn.	1	2	3	4	5
2	In my organization, people are given time to support learning.	1	2	3	4	5
3	In my organization, people are rewarded for learning.	1	2	3	4	5
4	In my organization, people give open and honest feedback to each other	1	2	3	4	5
5	In my organization, whenever people state their view, they also ask what others think	1	2	3	4	5

6	In my organization, people spend time building trust with each other.	1	2	3	4	5
7	In my organization, teams/groups have the freedom to adapt their goals as needed.	1	2	3	4	5
8	In my organization, teams/groups revise their thinking as a result of group discussions or information collected.	1	2	3	4	5
9	In my organization, teams/groups are confident that the organization will act as their recommendations.	1	2	3	4	5
10	My organization creates systems to measure gaps between current and expected performance.	1	2	3	4	5
11	My organization makes its lessons learned available to all employees.	1	2	3	4	
12	My organization measures the results of the time and resources spent on training.	1	2	3	4	5
13	My organization recognizes people for taking initiatives	1	2	3	4	5
14	My organization gives people control over the resources they need to accomplish their work.	1	2	3	4	5
15	My organization supports employees who take calculated risks.	1	2	3	4	5
16	My organization encourages people to think from a global perspective.	1	2	3	4	5
17	My organization works together with the outside community to meet mutual needs.	1	2	3	4	5

18	My organization encourages people to get answers from across the organization when solving problems.	1	2	3	4	5
19	In my organization, leaders mentor and coach those they lead.	1	2	3	4	5
20	In my organization, leaders continually look for opportunities to learn.	1	2	3	4	5
21	In my organization, leaders ensure that the organization's actions are consistent with its values.	1	2	3	4	5