

**CAPITAL UNIVERSITY OF SCIENCE AND
TECHNOLOGY, ISLAMABAD**



**Impact of Empowering Leadership on Project
Success: Mediating Role of Psychological
Ownership and Knowledge Sharing and the
Moderating Role of Empowering Climate**

by

Wosqa Nisar

**A thesis submitted in partial fulfillment for the
degree of Master of Sciences**

in the

**Faculty of Management & Social Sciences
Department of Management Sciences**

2023

Copyright © 2023 by Wosqa Nisar

All rights reserved. No part of this thesis may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, by any information storage and retrieval system without the prior written permission of the author.



CERTIFICATE OF APPROVAL

Impact of Empowering Leadership on Project Success: Mediating Role of Psychological Ownership and Knowledge Sharing and the Moderating Role of Empowering Climate

by

Wosqa Nisar
(MPM 201023)

THESIS EXAMINING COMMITTEE

S. No.	Examiner	Name	Organization
(a)	External Examiner	Dr. Muhammad Aamir Saeed	COMSATS Wah Cantt
(b)	Internal Examiner	Dr. Shazia Faiz	CUST, Islamabad
(c)	Supervisor	Dr. M. Ishfaq khan	CUST, Islamabad

Dr. Muhammad Ishfaq Khan
Thesis Supervisor
April, 2023

Dr. Lakhi Muhammad
Head
Dept. of Management Sciences
April, 2023

Dr. Arshad Hassan
Dean
Faculty of Management & Social Sci.
April, 2023

I obligate my thesis work to my mother and my father. A special feeling of gratitude to my siblings and a very dear friend. This Journey would not have been possible without your never-ending support and unconditional love.

Author's Declaration

I, **Wosqa Nisar** hereby state that my MS thesis titled **Impact of Empowering Leadership on Project Success: Mediating Role of Psychological Ownership and Knowledge Sharing and the Moderating Role of Empowering Climate** is my own work and has not been submitted previously by me for taking any degree from Capital University of Science and Technology, Islamabad or anywhere else in the country/abroad. At any time if my statement is found to be incorrect even after my graduation, the University has the right to withdraw my MS Degree.

(Wosqa Nisar)

Registration No: MPM201023

Plagiarism Undertaking

I solemnly declare that the research work presented in this thesis titled **Impact of Empowering Leadership on Project Success: Mediating Role of Psychological Ownership and Knowledge Sharing and the Moderating Role of Empowering Climate** is solely my research work with no significant contribution from any other person. Small contribution/help wherever taken has been duly acknowledged and that complete thesis has been written by me.

I understand the zero-tolerance policy of the HEC and Capital University of Science and Technology towards plagiarism. Therefore, I as an author of the above-titled thesis declare that no portion of my thesis has been plagiarized and any material used as reference is properly referred/cited. I undertake that if I am found guilty of any formal plagiarism in the above-titled thesis even after awarding of MS Degree, the University reserves the right to withdraw/revoke my MS degree and that HEC and the University have the right to publish my name on the HEC/University website on which names of students are placed who submitted plagiarized work

(Wosqa Nisar)

Registration No: MPM201023

Acknowledgement

Starting with the Name of Allah Almighty, the Most Merciful and the Most Beneficent. I would first like to thank Allah Almighty for giving me the strength and courage in achieving the milestone of completing this research.

I would like to acknowledge and present my heartfelt gratitude to my supervisor Dr. Muhammad Ishfaq Khan who made this task conceivable. His direction and assistance kept me going through all phases of writing my project. I would also like to thank my committee members for making my defense a delightful experience, as well as for your insightful remarks and recommendations. I would also like to thank those who assisted me indirectly in the completion of this research. Your valuable time, kindness, and support mean a lot to me. Thank you very much.

Furthermore, I would also like to especially thank the companies and their employees who have submitted their responses for my thesis and my friends and my entire family for their unwavering support and understanding while I was conducting research and writing my thesis. Your prayers for me have kept me going till the very end. I don't have any meaningful words to convey my gratitude, but my heart is still full of the kindness I've gotten from everyone I've named here.

(Wosqa Nisar)

Abstract

In today's changing business environment, project success is critically essential in the software industry for strategic advantage, continued existence, and economic advancement. Individuals need to share their knowledge and learn the latest information while working on software project constraints. . The current study examines the direct relationship between empowering leadership and project success, as well as the mediating role of psychological ownership and knowledge sharing between empowering leadership and project success. Based on the deductive approach, cross-sectional research was designed. Hence, questionnaires were distributed to collect the data through Google form in software companies registered in Pakistan Software Export Board. Hence, a sample size of 305 were used to test the theoretical research model. The data were subsequently analyzed using SPSS software for reliability and validation. In this study, SPSS and AMOS were used to perform the tests. The results revealed that empowering leadership is significantly correlated with project success. Psychological ownership and knowledge sharing completely mediate and influence the relationship of empowering leadership and project success. Moderation analysis results indicated that empowering climate moderating the relationship between on project success and knowledge sharing. The discussion of the current study is consistent with existing literature which showed that empowering leadership, psychological ownership, knowledge sharing and empowering climate were significantly positively associated with project success. Managerial implications revealed that empowered leadership benefits the organization as it contributes to psychological ownership and knowledge sharing of employees which leads the project towards success.

Key words-Empowering Leadership, Empowering Climate, Knowledge Sharing, Psychological Ownership

Contents

Author's Declaration	iv
Plagiarism Undertaking	v
Acknowledgement	vi
Abstract	vii
List of Figures	x
List of Tables	xi
Abbreviations	xii
1 Introduction	1
1.1 Background of the Study	1
1.2 Research Gaps	10
1.3 Problem Statement	12
1.4 Research Questions	12
1.5 Research Objectives for This Study	13
1.6 Supporting Theory	14
1.7 Constructs Definitions	15
1.7.1 Empowering Leadership	15
1.7.2 Project Success	15
1.7.3 Psychological Ownership	16
1.7.4 Knowledge Sharing	16
2 Literature Review	17
2.1 Empowering Leadership and Project Success	17
2.1.1 Psychological Ownership as a Mediator	19
2.1.2 Knowledge Sharing as Mediator	24
2.1.3 Empowering Climate as a Moderator	30
2.1.4 Theoretical Framework	33
3 Methods and Materials	35

3.1	Introduction	35
3.2	Research Philosophy	36
3.3	Research Approach	36
3.4	Research Design	37
3.4.1	Type of Study	37
3.4.2	Unit of Analysis	37
3.5	Population and Sample	38
3.5.1	Population	38
3.5.2	Sample Size	38
3.5.3	Sampling Technique Data Collection	38
3.5.4	Measurement Instruments	39
3.5.5	Statistical Analysis Procedure	41
4	Results and Analysis	42
4.1	Introduction	42
4.2	Results Analysis	42
4.2.1	Demographics Characteristics Analysis	42
4.2.1.1	Descriptive Characteristics	44
4.2.1.2	Reliability Analysis	46
4.2.1.3	Correlation Analysis	47
4.2.1.4	Regression Analysis	48
4.2.2	Co-efficient Analysis	49
4.3	Confirmatory Factor Analysis	50
4.3.1	Mediation Analysis	51
4.3.2	Moderation Analysis	52
5	Discussion, Implications, Future Directions and Conclusion	54
5.1	Introduction	54
5.1.1	Empowering leadership effect on Project Success	54
5.1.2	Empowering Leadership Effect on Psychological Ownership:	55
5.1.3	Psychological Ownership's Influences Knowledge Sharing	56
5.2	Knowledge Sharing Effect on Project Success	57
5.3	Mediation Effect	57
5.4	Moderating Effect	58
5.5	Practical Implications	59
5.6	Limitations and Future Directions	60
5.7	Conclusion	61
	Bibliography	63
	Appendix	74
5.8	Questionnaires	74

List of Figures

2.1 Framework of Research	34
-------------------------------------	----

List of Tables

3.1	Measurement Instruments	41
4.1	Gender Analysis of Respondents	43
4.2	Age Analysis of Respondents	43
4.3	Respondents Qualification	44
4.4	Descriptive Statistics	45
4.5	Reliability Analysis	46
4.6	Correlation Analysis	47
4.7	Model Summary	48
4.8	Co-efficient Analysis	49
4.9	Model Fitness	50
4.10	Mediation Analysis	51
4.11	Sequential Mediation Analysis	52
4.12	Moderation Analysis	52
4.13	Summary of the Hypotheses	53

Abbreviations

EL	Empowering Leadership
IT	Information Technology
KS	Knowledge Sharing
LMX	Leader-Member Exchange
PO	Psychological Ownership
PE	Psychologically Empowered
PS	Project Success
PSEB	Pakistan Software Export Board

Chapter 1

Introduction

The background of the study, the problem statement, the significance of the study, research objectives, and research questions and theoretical support are explained in this chapter.

1.1 Background of the Study

In this current complex corporate environment, project success has been developed as a major source of anger among project-based organizations. Project management literature demonstrates that project accomplishment is largely achieved through the existence of governmental stability, reassuring culture, continuous practical features, integrated planning, flexible strategies, synergetic structure, satisfied participants, understanding leadership, and access to resources.

Enhancing the team's leadership style will release a positive signal to employees that has an important impact on employee attitudes and behavior. Studies have found that different leadership styles convey different social information to employees and have different effects on innovation performance. On the one hand, strengthening team leadership to express reliance and respect to employees and hope and good opportunities in their ability to innovate increases the inspiration to innovate from the viewpoint of individual psychology. Empowering leadership will develop a signal to employees to encourage independent exploration and inspire

the development of personality traits, allowing employees to perceive a climate of innovation that will encourage everyone to take advantage. Since social information processing theory can explain the effect of team leadership empowerment on individual employee psychology and organizational context, it is the theoretical basis of this study (Dai, Zhuang, Lu, & Huan, 2021).

Although the above factors have been found to contribute to the success of a project, staff working in project-based settings might not attain mission goals without motivation and work ethic (Dulewicz & Higgs, 2005) reported in their studies that among the types of human behavior, the most important concept of leadership. Empowering leadership (EL) is important among the team leader behaviors investigated and attracts attention. A very classical concept of empowerment, traces of which can be seen in previous research, current work to strengthen leadership focuses on empowerment actions of senior officials. Leadership has been studied by many research projects, however, the influence of leadership on project success or failure still exists and this has to be discussed.

This work, therefore, seeks to examine leadership behavior in the context of project outcomes in which leadership is constructively associated with success or project failure. However, leadership performance influences project outcomes. Some studies have investigated the linkage of mediation mechanisms and techniques. Primarily in information technology, enabling leadership actions through project success. The roles of the leaders that empower leadership and process its occurrence on the impact of project success rates are highly uncertain. The study focuses on examining the importance of relevant technologies and processes along with the empowerment that can affect the performance of teams processing projects.

Empowered leadership provides believers with resources such as competence, confidence, trust, and autonomy, all of which enable them to participate in organizational innovation. Leadership is substantial since it impacts performance on all levels, such as groups, entire companies, and even individuals (Williams & McClure, 2010). Expressing power is a core part of empowering leadership, but it also necessarily requires trust, the encouragement of professional development, as well as the acknowledgment of constructive feedback (Kim & Beehr, 2021). According

to research findings, managerial activities that support empowerment facilitate employees to share their perspectives, which enhances the effectiveness of both groups and organizations (Harris, Jones, & Baba, 2013); (Zhang & Zhou, 2014).

Based on these studies, efficient management is an essential element for sentient information sharing. According to (Nelson, 2019), the representing leader is the individual who offers main guidelines for believers to behave equitably with them and recognizes the significance of their records. As a consequence, members of the team gain more support from good leadership for distributing information and facts, and this inspiration is formed for team individuals to communicate their detailed understanding with one another. Likewise, it can be defined as empowering leadership as an ordinary person who gives guidance to managers, values their insight, and wants to treat them well (Schriesheim & Glinow, 1977). As a consequence, teammates are more likely to obtain benefits from leveraging their empowering leader to contribute their knowledge and ideas that inspire them to start sharing their expert knowledge. Moreover, management systems and empowering leaders' educational behavior patterns may motivate comprehension in team members sharing information.

Leaders are extremely crucial in motivating and inspiring everyone to take the lead and do good to ensure the success of a project (Wang, Zaman, Rasool, Zaman, & Amin, 2020). Besides that, they assist their colleagues in achieving their objectives by mentoring, designing for them, and giving feedback; in this way, they both encourage and assist their colleagues in the advancement of their qualities (Amundsen, Aasen, Gressgrd, & Hansen, 2014); (Zhang, 2010).

The study of (Anantatmula, 2010) described project success as unpredictable, and flexible throughout the life cycle of a project, making the success process sufficient to make it difficult. Project managers have agreed that the achievement of each project means altered belongings to dissimilar people which means that the definition of success will vary across projects. Though, project accomplishment is a mutual goal of all projects without worrying about their common goal. The project leader has to achieve the goal within the defined cost, time, and requirements of the clients. (Howsawi, Eager, & Bagia, 2011).

In general, over the past three decades, the success of the project has had conventional substantial consideration from researchers in project organization works (Ika & Donnelly, 2017). The researchers and staff have elevated different aspects of success and industrialized a number of successful processes. Since the failure of the project is estimated to cost billions of Euros a year and is not limited to a specific area or industry.

Empowered leadership is a field that traditionally focuses primarily on the technical aspects of projects. However, there is increasing evidence in the literature that the main obstacle to project success is people rather than technical issues (Ahmadi & Golabchi, 2013). Effective project managers recognize the importance of projects and leaders believe that the right leadership style is more important than practical and administrative skills to increase project success. Researchers emphasize that leadership is an essential part of operative people organization and thus effective project management (Shenhar, Holzmann, Melamed, & Zhao, 2016). Leadership value is the most important influential factor of effective leadership and is essential for emerging and preserving the right work situation.

The importance with regards to empowering leadership has widely experimented with in fiction as an essential requirement for assembling side associates to modify and complete an optimistic project philosophy that eventually indicates high-performing achievements. Encouraging, engaging, and empowering team members to work together as a cluster to achieve project goals guided by a predominant vision is the main responsibility of the leaders (Ahmad, Younis, Ahmad, & Anwar, 2015). However, different leadership styles, such as transactional leaders, servant leadership, authentic leadership, autocratic encouragement, and shared leadership employed by project managers, can lead to very distinct outcomes depending on circumstances factors (Vaagaasar, Muller, & De Paoli, 2019).

As a consequence, it is essential to look into how and under what conditions various leadership styles influence project outcomes (Holzmann & Mazzini, 2020). Since previous research has shown it to be effective in project-intensive organizations (Gundersen, Hellesoy, & Raeder, 2012), in the present study researchers

are specifically required to identify common interests among driving team members. It aims to explore empowering leadership styles that drive awareness. To achieve common ethics to be reached. Leaders surpass the traditional give-and-take exchange to emphasize inspiring group members by creating a workplace that encourages them to become more involved and committed to the organization (Hassan, Adeleke, & Taofeeq, 2019). Empowered leaders can motivate his her staff members by establishing challenging but not inconceivable objectives and trying to demonstrate faith in the abilities of their subordinates.

As a result, researchers assert that empowering leaders' activities start increasing the available resources to subordinates and that the increment in assets contributes to the formation of positive affective and energized states in staff members (Gorgievski & Hobfoll, 2008). It is essential for managers to allow and motivate staff to add value to the organization in ways that go beyond the scope of their work in order for them to be allowed to do so.

According to researchers, the benchmark of success is considered a basic measure of challenge, which increases the chances of success by trying. These are the independent factors that make success possible. There are many analytical factors that contribute to the success of the project. A project success vision aims to establish the conditions and gaps that will enable project members to scale the project to deliver the most impactful results (Chan, Scott, & Chan, 2004). Project success varies widely as it can be part of planned overall success.

The percentage of success is measured by various degrees. However, success and complete failure are often black and white. Projects may not always be considered or treated as completely successful. An important question that is often asked is about clear paths, it can ensure the achievement of any task. The achievement of a project can be inclined by a number of psychological factors, such as Psychological ownership. Subsequently compiling the project management manuals, only one study, conducted by (Rowlinson & Cheung, 2008) measured participatory controlling by authorizing and modeling project success. Research suggests that influential factors play an important role in project success. Studies have also shown that levels of interest, motivation, seeking customer responses, and

sustained conclusions increase the likelihood of achieving constructive goals based on levels of motivation.

Other research studies have reported that goal setting gives individuals goals in another command. Goal attainment is powerful when individuals are committed to their goals and their motivational mechanisms are strong (Locke & Kozma-Bogn, 2006). Project success is an important homework company difficulty; it is a champion of some of the most frequently inspected subjects, and there is a loss of authentication regarding the requirements used to judge success. An overview of a well-known published material uncovers that there may be a unique situation of coherence with the description that project success consists of understanding and that a project may be certain to be taken into account widely accomplished. If the company fulfills the specific details of achievement and also the task to be completed, and if there is a difference of delight regarding the project result among key people on the errand assembling, and key customers or client base of the struggle effort. Considering project success criteria have historically evolved from a simple triple constraint model, also known as the iron triangle.

Budget, time, and quality have traditionally been used to measure project success. A project is considered successful if the actual costs are close to the planned budget, the project dates match the estimated time, and the results meet all the requirements set by the manager. Empowering leaders embody ideal behaviors that encourage and motivate team members and try to lead followers. Consequently, team members progress in trust and approbation for their leaders and are committed to achieving project outcomes (Zahra, Ireland, & Hitt, 2000). Moreover, the inherently person-centered nature of this grace makes employees better off and more engaged as such leaders address individual needs (Braun, Peus, Weisweiler, & Frey, 2013). Innovative leadership styles are therefore advantageous for senior teams to achieve their performance in meeting project goals (Dong, Bartol, Zhang, & Li, 2017). An inspirational leader should reinvigorate and enhance their team members' working essentials and have to learn real motives by providing acceptable, sharing information, improving the purpose of work, and participatory goal setting (Zhang, 2010).

Empowering the leadership team is an effective method that representatives can use to be able to support their workforce's attitudes and actions. An empowered leader also encourages members of the team to look for other ways to solve difficult problems. Leaders interpret separate goals into a collective vision and mobilize team members to overcome obstacles to achieving that vision. Empowered leaders, therefore, foster effective teamwork by encouraging teams to share ideas and opinions. Knowledge sharing is thus the creation of a collective spirit among the members of a team that enables them to work together successfully to achieve project goals.

Empowering leadership is considered one of the most important characteristics of today's leaders. Empowered leaders focus on increasing employee motivation, engagement, and autonomy. Management practices show strengths and weaknesses in relation to different management outcomes. To be effective, a leader must empower her members of the team and provide them with opportunities to develop their skills. Project success can be achieved by setting the environment within the project. Making available knowledge to others in your organization is really what knowledge sharing involves. According to the research, there are conflicting results when it comes to knowledge sharing and psychological ownership.

According to Xinyan and Xin (2006), personal affiliation with particular knowledge can impede knowledge sharing and dissemination. Other research, on the other hand, suggests that psychological ownership improves knowledge sharing (Pittino, Martínez, Chirico, & Galván, 2018). The intention to share information is related to psychological ownership of information (Pirkkalainen, Pawlowski, Bick, & Tannhäuser, 2018). Knowledge sharing helps promote knowledge creation and consumption, whereas ownership encourages overall organizational involvement. Through a variety of mechanisms, empowered leadership may encourage psychological ownership in believers (Ahearne, Mathieu, & Rapp, 2005). Empowering leadership highlighted the significance of employees' work; as a consequence, employees have a greater understanding of their objectives and efforts, resulting in an increased sense of comfort with their job and organization. Thus, an employee's

psychological ownership is linked to a perception of familiarity and understanding of the organization. Empowering leaders encourage followers to take part in decision-making, giving workers more control over their work conditions (Zhang, 2010).

Employees might very well gain a sense of psychological ownership when they are a part of the growth of their company and have control over their job scenario. Empowering leadership expresses belief in followers' capacity to perform well. According to research, such empowering conduct is positively linked to employees' self-efficacy (Ahearne, Mathieu, & Rapp, 2005); (Kim & Beehr, 2021). When employees have more trust in and control over their work and institution, they create psychological ownership (Pierce, Kostova, & Dirks, 2003). Empowering leaders give their believers a high level of self-determination. Work self-determination signifies that employees have responsibility for their work, which tends to increase their feeling of psychological ownership.

Motivational traits are related to the accomplishment of individual hopes and ambitions. Employees with motivational psychological ownership, according to Dawkins et al. (2017), can think more constructively when it comes to sharing knowledge with colleagues in those other departments of the organization (Dawkins, Tian, Newman, & Martin, 2017). Employees are encouraged to support the level of knowledge and knowledge-sharing, while organizations typically dissuade hiding knowledge and encourage knowledge-sharing behavior and attitude. When an effective corporate culture and beliefs align, knowledge is shared (Ford & Staples, 2010). Employees with high psychological responsibility typically volunteer to engage in constructive work behavior in order to achieve organizational goals. Psychological ownership promotes learning from one another, working together to solve problems, and wholeheartedly embracing and driving an organization's spirit and ideas. It also encourages individuals to share their knowledge. Individuals with a high level of psychological self-responsibility Employees should be encouraged to share their knowledge and demonstrate the human spirit. According to the literature, the stronger the sense of ownership, the more willing employees are to share their knowledge.

An empowering climate is distinct from the psychological traits associated with a person's inner state of mind. According to the literature, one factor that plays an important role in project success is staffing. In this current study, researchers use knowledge sharing as a link between psychological ownership and project success. Basic employee discussions learn psychological approach skills, improve skills and competencies, employees take responsibility, do good work and ultimately lead to organizational results in terms of project success can be achieved (Tuuli & Rowlinson, 2009).

As well as employee establishment, information allocation also plays an important role in employee engagement in the organization. Sharing of knowledge is viewed as an important element of administration performance. The workplace has an optimistic impact on employee establishment (Brown, 1996); (Ćulibrk, Delić, Mitrović, & Ćulibrk, 2018) where employees see their work as meaningful and feel obligated to fulfill their role, thus helping to satisfy their psychological needs (Zhou & Yao, 2020). To our knowledge, no studies have successfully and theoretically evaluated the result of mediating Knowledge sharing on Empowering leadership and Project success.

The study identifies two major mediators: knowledge sharing and psychological ownership. In fact, the fundamental aim of the research is to identify the extent and distinct role of knowledge. According to this basic study, the purpose is to identify the scope of knowledge sharing and psychological ownership in Empowered Leadership and project success relationship. The results of the study will give IT departments a better understanding of how Empowering Leadership works among their providers of services. Constructively influence and contribute to the success of the project by increasing its scope Knowledge sharing and psychological ownership.

A climate of empowerment or no empowerment is associated with well-being indicators such as motivational regulation, autonomic motivation, self-directed motivation, and well-being. Researchers began to take an interest in empowering climate as a predictor of important outcomes 30 years ago. Employees focused on forming perceptions by observing how the organization's day-to-day operations were conducted and the goals the organization appeared to pursue (Kopelman,

Brief, & Guzzo). . An enabling culture is defined as a shared awareness among employees of the types of practices, procedures, and behaviors that are rewarded and encouraged in a given environment. Empowerment environments are fit for purpose and subjective, temporal, and manipulable structures that can be manipulated by managers (Schneider & Ingram, 1990). Offering independence and knowledge motivates research for answers between outside and inside a team, in addition to an additional cooperative effort to assist one another through knowledge sharing. According to Arnold and Coauthors (2000), an empowering leader has learned the main things of empowering participants to resolve issues in a collaborative manner, thus also supplying them with possibilities for knowledge sharing. As a result, an empowering leader is more likely to promote knowledge sharing for all of the reasons (Arnold, Arad, Rhoades, & Drasgow, 2000).

This research will help professionals and employees to reduce the chances of project failure and increase the likelihood of project success, creating a working environment in which staff is involved and helping achieve project success. In Pakistan, failure in projects is common. The reason for this is that it is not so important the identity of the psychologists. The fundamental goal of project-based organizations is to complete the projects they carry out do, succeed. Several factors can be considered as determining factors. Successful completion of the project for example knowledge sharing and psychological ownership. This research is a platform for in-depth analysis of the various factors that contribute to the success of a project. These factors include enhanced leadership, psychological ownership, and knowledge share. From a theoretical sense, the researcher explored the underlying factors related to strengthening and empowering leadership that lead to project success. In addition, this research will empower organizational leaders and managers of different organizations.

1.2 Research Gaps

Although there are numerous factors that define design success, including leadership, effective planning, and top operation practices, we set up that there's limited

interest in strengthening leadership in design-grounded associations. There's one factor that played an important part in the success of the design. It's leadership empowered by a leader. Empowering leadership is a promising strategy for leaders to laboriously shape cerebral power, strengthen organizational culture, and demonstrate confidence in workers' capability to perform their work autonomously (Lee, Lee, & Park, 2014).

Empowerment involves operation actions that emphasize the significance of workers' work, allow workers to share in decision-making, highlight hand strengths, and remove regulatory constraints. Employees feel psychologically empowered when they realize the significance, capability, autonomy, and impact of their work (Khan, Akhtar, et al., 2018). Unborn exploration should distinguish between commission types and their relations with design platoon member characteristics similar to artistic values, personality traits, and platoon dynamics similar to trust and solidarity. In addition, to understand how the enabling terrain will change the terrain enforced in the design terrain and what sweats the association can make to achieve this terrain. Also, unborn exploration could compare leadership effectiveness across indispensable leadership styles and indispensable organizational approaches.

Thus, further exploration is demanded to consider how to achieve the optimal balance between design success and leadership commission. Still, this is a veritably classic conception of the commission set up in associations. The work is designed to strengthen leadership and focuses on measures to empower staff. Although leadership has been studied by numerous exploration systems, the influence of leadership on the success or failure of a design still exists. This study thus seeks to examine leadership in the environment of design issues where leadership is appreciatively associated with success. This thesis is tested in light of empowering leadership which is an empirical exploration of leadership performance, and a critical analysis of the mechanisms of how to achieve the success of the project (Sharma & Kirkman, 2015).

1.3 Problem Statement

In modern organization leaders have begun to use empowerment leadership methods for motivating employees, achieving organizational goals, driving project success, and improve work quality. In a technology-driven business environment, managers and leaders of an organization face the challenge of how to execute a project smoothly, which could lead to project success. Leadership styles have been studied by many different researchers, however the influence of leadership on the success or failure of a project still exists and needs to be debated. These problems will threaten to achieve a positive result, so to eliminate the risk of project failure, there is a need to educate managers, professionals and employees to reduce the chances of project failure and increase the prospect of project success, thereby creating a working environment in which employees are engaged and help to achieve the success of the project. There are different leadership styles that help leaders make a project successful. There is a need to investigate whether the empowerment of organizational leaders, managers and employees working in the organization helps them understand the importance of knowledge sharing and provide psychological accountability to other team members by applying empowering leadership in their management style. Therefore; the current study will examine the impact of empowering leadership that helps achieve project success, has a mediating role of psychological ownership and knowledge sharing, and moderates the role of empowering climate.

1.4 Research Questions

This study will answer the following research questions:

Research Questions

The following are the queries of the current research study:

1. To what extent does empowering leadership to have a significant positive effect on project success?
2. To what level empowering leadership has a positive and significant effect on

psychological ownership?

3. To what level there is a positive and significant effect of psychological ownership on knowledge sharing?
4. To what extent does knowledge sharing has a significant positive effect on project success?
5. To what extent is a psychological ownership mediated relationship between empowering leadership and knowledge sharing?
6. To what level there is a link between psychological ownership and project success in knowledge sharing?
7. To what extent do psychological ownership and knowledge sharing convey the mediated association of empowering leadership and project success?
8. To what level there is a correlation between empowering leadership and project success that is moderated by the empowerment climate?

1.5 Research Objectives for This Study

The current study will be conducted to achieve the following objectives:

1. To examine that empowering leadership has a positive and significant relationship with project success.
2. To examine that empowering leadership has a positive and significant relationship with psychological ownership.
3. To examine whether psychological ownership has a positive and significant relationship with knowledge sharing.
4. To examine that knowledge sharing has a positive and significant relationship with Project Success.
5. To examine the extent to which ownership mediates the association between Empowering Leadership and Knowledge sharing.

6. To examine the extent to which knowledge sharing mediates the association between psychological ownership and Project success.
7. To examine that psychological ownership and Knowledge sharing subsequently mediate the association between Empowering Leadership and Project success.
8. To examine that empowering Climate moderates the association between Empowering Leadership and Project success.

1.6 Supporting Theory

Various researchers have presented several theoretical perspectives that are used worldwide to support this research. Likewise, researchers have put forward a number of theoretical perspectives used around the world to predict this study, but the relevant theory is this one.

Leadership is about the social interactions between leaders, team members, colleagues, managers, and supervisors. Leader to Leader exchange theory of leadership style will help in understanding the empowering side of the leaders. Leaders also engage in relationships with team members in a converging hierarchical chain where each level can influence the next lower level. Line managers not only connect personally with their subordinates but also play an important role as a mediator between subordinates and management.

LMX (Leader-to-Member Exchange) represents the quality of a leader's relationship with her team members. According to research, leadership empowerment is a promising strategy for leaders to influence employees' behaviors in a constructive light. Empowering leaders share power with their subordinates and offer them the ability to make decisions, but this varies by the leader. Empowered leaders also demonstrate confidence in their employee's ability to perform tasks autonomously. Leaders with good employee relations have more emotional, behavioral, and physical resources than upper management provides as assets. These resources enable leaders to fully and supportively empower their employees. In other words, the

assets at their disposal justify their efforts to strengthen. Leaders who already build high-quality, constructive relationships can impart more constructive work experiences to their employees and increase success in reinforcing behavior. Managers are motivated to deliver on promises that will promote success when they are no longer at the forefront of their members.

1.7 Constructs Definitions

The following constructs will be used in the current study.

1.7.1 Empowering Leadership

Empowering Leadership is a useful strategy for leaders to impact employees' attitudes in a better direction (Capaldo, Capone, Babiak, Bajcar, & Kuchta, 2021). Empowering leaders delegate tasks to their subordinates and offer them the authority to make decisions. They also illustrate trust in their employees' skills to perform their jobs individually. Empowerment includes different leadership behaviors which highlight the importance of employees' work, involve them in policymaking, highlight their strengths, and eliminate administrative constraints. Employees, on the other hand, feel psychologically enhanced when they recognize the meaning, competence, autonomy, and influence of their work.

1.7.2 Project Success

Project success is defined as a contribution at each reflection point achieved by the project. This makes even incontrovertible projects likely to fail at lower valuation levels but succeed at higher levels of project-perceived return. It is to increase or improve the value of the company. The construct of Project Success was developed by (Aga, Noorderhaven, & Vallejo, 2016).

1.7.3 Psychological Ownership

Psychological ownership of an employee is extracted from positive organizational outcomes such as increased motivation, corporate responsibility, and loyalty. Psychological ownership involves the interaction between the organization and employees. However, it can also have negative effects, such as a lack of territoriality and a desire to share knowledge. Leadership and management can influence these results. By allowing employees to creatively participate in, learn about, and contribute to their work, psychological ownership can be fostered in the organization. Psychological ownership increases the employee's mental health. The scale was developed by ([Kohn, 2018](#))

1.7.4 Knowledge Sharing

Knowledge sharing means the exchange of knowledge, skills, and experience among employees. Benefits include intellectual property protection and increased productivity by making knowledge available within the organization to employees whenever they need it ([Park & Lee, 2014](#)).

Chapter 2

Literature Review

The current chapter comprised of Literature review of the constructs to develop the theoretical framework.

2.1 Empowering Leadership and Project Success

Empowering leadership is described as leadership behavior directed at people or groups that involves giving control power to employees, inspiring self-managed and independent decisions, mentoring, and sharing information. As previously stated, many institutions consider developing conditions that enable the psychological empowerment of their workers to be essential to their success. Empowering leadership awakens a real sense of self-leadership. An innate need for independence requires a person to work at their own discretion.

However, this does not mean that they have been released from their duties. Rather, confidence is placed in the ability to complete the set tasks within the required time. An empowering leader is therefore characterized by the qualities he values Employee independence, rather than being preoccupied with instructions and instructions command every second (Neck & Houghton, 2006). Empowerment is Cooperation and teamwork within an organization. This should improve sales performance, customer satisfaction, and Executive empowerment behavior.

The desire to empower employees is uniquely affected by leadership empowerment functions ([Ahearne, Mathieu, & Rapp, 2005](#)).

The phenomenon of empowering leadership manifests itself effectively by blending the idea of giving employees autonomy or a share of power. Thus, empowering leaders can assign specific tasks to their subordinates, trust themselves to be rational, and leave the execution to one's own ability. Enough to understand the nature and requirements of their work. It is generally believed that EL has a constructive effect on the psyche of employees. They enjoy autonomy by being loyal to their organization. contrast, much Research shows empowered employees welcome the idea of Enhanced leadership in sharing skills with subordinates. In other words, these types of employees are mentally empowered to some extent. Desire to enjoy autonomy, independence, and autonomy at the same time Exercise authority over subordinate employees, here they distort the truth Aims to strengthen leadership ([Ahearne, Mathieu, & Rapp, 2005](#)); ([Forrester, 2000](#)). This Awakening and fostering the willingness to share knowledge is therefore of fundamental importance. Expertise is seen as an integral part of knowledge sharing ([Ul Ain Baig & Waheed, 2016](#)).

Leaders are enabled to bring about constructive cognitive and behavioral changes in the environment and inspire followers to do their best ([Sohmen, 2013](#)). It ensures the achievement of project goals by facilitating operational statements and teamwork. Consequently, leaders are responsible for generating new ideas, fostering collaboration, and motivating supporters to show a noteworthy role in achieving project goals ([Burke, Silva, Vaughan, & Knight, 2006](#)). Collaboration among members of a team, who frequently come after different restraints and sections of the association, is critical to task achievement ([Chan, Scott, & Chan, 2004](#)). To accomplish project achievement, all members of a team share common visualization and a desire to create and share ideas ([Sicotte & Langley, 2000](#)).

By applying the Communication visibility theory which helps the organization to create an environment in which project teams can engage, members are motivated to achieve project goals, suggesting that competent leaders are a key driver of project success and stimulated ([Hogl, Nordbeck, & Pregerning, 2007](#)). Such a

manager also fosters constructive synergies among her team members by creating a sense of mutual benefit that encourages the exchange of ideas and cooperation in overcoming obstacles to achieving project goals. In this way, it helps create an environment where team members can focus on joint efforts to achieve project deliverables (Kissi, Dainty, & Tuuli, 2013).

One of the fundamental performance factors, the lighting survey, this effort Management skills, and project success initiatives vary from bottom to top. Company style or mindset Managers can have a noteworthy impact on the funding life of subsequent projects' success. Since the activity can be considered a one-time errand, Temporary association, or central building sites (or mixtures thereof), projects Administrators tend to overlook extensions in unexpected ways. The researcher identified two types of psychological states: an order-based approach emphasizes the importance of completing a venture task. Order, control, and further development are equally important. This approach depends on the company's suspicion, but basically, it is a procedure, lead as indicated by it. The second relational approach emphasizes the importance of partners. The most compelling premise of this approach is that Businesses are mostly temporary associations, and consider most key tasks in project management (Fiedler, 1964).

Hypothesis H1: Empowering leadership has a significant and positive impact on project success.

Hypothesis H2: Empowering leadership has a significant and positive impact on psychological ownership

2.1.1 Psychological Ownership as a Mediator

Psychological ownership is defined as "the state in which people can feel as though the objective of owning or a significant part of that objective is duty is mine. The investigation on Psychological Ownership (PO) examines people's conduct once they feel that they have possession part in an organization. A sensation of ownership, the inclination that indicates that the area is mine, for instance, essential not to be attached toward real ownership or even the chance of them.

Psychological Ownership is almost recognizable proof, regulator, obligation, and the longing to have a place.

Psychological ownership is essential in this regard, especially for professional knowledge interactions, as it indirectly impacts skilled workers' knowledge concealing behavior patterns (Bhattacharya & Sharma, 2019). Psychological ownership is a condition of mind in which an individual believes that the object of ownership belongs to them, according to self-extended theory and possession literature (Pierce & Jussila, 2010). When it comes to the psychological ownership impact on knowledge behavior patterns, the findings of the study differ. Psychological Ownership is a peculiarity that was initially characterized outside of the association and the executives' writing however has meanwhile applied to the workplace, the main and greatest prominent aspect (Pierce, Kostova, & Dirks, 2001).

It remains related to an extent of affirmative practices with expanded inspiration, and dependability; however, it likewise has possibly adverse consequences, like territoriality and inability to designate liability. Mostly, understanding PO can assist with advancing the constructive perspectives of both the individual and the association while staying away from the negatives; and different investigations have tried to distinguish the board practices with this impact.

Individuals can feel psychological ownership through three routes, according to psychological ownership theory controlling the target, having more understanding of or being more familiar with the target, and investing themselves in a target (Pierce, Kostova, & Dirks, 2001). As noted previously, empowering leadership has an impact on employees because leaders highlight the importance of work, inspire participation in decision-making, convey confidence in high performance, and provide autonomy from bureaucratic constraints (Ahearne, Mathieu, & Rapp, 2005). The leaders presume that these leadership behaviors are tightly related to followers' psychological ownership.

Through a variety of mechanisms, empowered leadership may encourage psychological ownership in believers. Empowering leadership highlighted the significance of employees' work; as a consequence, employees have a greater understanding of their objectives and efforts, resulting in an increased sense of comfort with their

job and organization. Thus, employees' psychological ownership is linked to a perception of familiarity and understanding of the organization. Empowering leaders encourages followers to take part in decision-making, giving workers more control over their work conditions (Zhang, 2010).

Employees might very well gain a sense of psychological ownership when they are a part of the growth of their company and have control over their job scenario. Empowering leadership expresses belief in followers' capacity to perform well. According to research, such empowering conduct is positively linked to employees' self-efficacy. When employees have more trust in and control over their work and institution, they create psychological ownership (Pierce & Jussila, 2010).

Empowering leaders give their believers a high level of self-determination. Work self-determination signifies that employees have responsibility for their work, which tends to increase their feeling of psychological ownership.

One could argue that the most effective way to empower employees is to eliminate all exterior leadership and allow teams to oversee themselves actually completely. It is clear, nevertheless, that the exclusion of exterior leadership is not a believable method of instilling participation; in fact, it can lead to people and team members feeling isolated by their companies and is commonly quoted as the key reason why self-managed team members perform poorly. Researchers instead have created the term Empowering leadership to define leader behavior that is particularly favorable to the growth of psychological ownership. Psychological ownership in associations identified three roots that added to the great longing for one's discovery: functionality, self-expression, and location, and three lessons on how psychological ownership is formed: control, architecture, and knowledge of purpose.

Although creators see the importance of PO in completing certain human thought processes, some of them inherent and others in environment and agree that there is no direct path to PO, these have generally been recognized as important details for their existence and use and developed in later writing (Dawkins, Tian, Newman, & Martin, 2017). When employees have more trust in and control over their tasks and institution, they create psychological ownership (Pierce & Jussila, 2010). Empowering leaders give their followers a high level of work autonomy.

Work autonomy signifies the capacity of employees to guide their work, which increases their feeling of psychological ownership. As a result of the preceding, it is very likely that empowering leadership will increase employees' psychological ownership. Employees who have psychological ownership toward their company, according to the psychological ownership theory (Pierce, Kostova, & Dirks, 2001) become much more attached to, preventative of, and fully accountable for it. As a result, if employees consider the company as "theirs" (i.e., psychological ownership), they consider the company's vision as a great portion of the self, feel like owners in the company, feel responsible for the organization's sustainability, and believe they can achieve it effectively. Employees are driven to safeguard and enhance sustainable development since of their attachment to an organization and their pro-organizational motivation. Psychological ownership has also been linked to project success and other extra-role behavior patterns. As a result, we consider that staff who have organizational psychological ownership will care about the organization's sustainability and will take more initiatives in environmental citizenship in supporting the organization.

Adequacy remains effective in creating effective outcomes and then is connected to the aspiration for the controller (Pierce, Kostova, & Dirks, 2001). The reality of altering the effect on human behavior is instituted even in children. An intellect of self-sufficiency adopts a sense of ownership and it arises from it: when one has approximately, one can change it or control it, intensifying the sense of accountability for what the individual has contributed. Along with these approaches, this inner desire to influence the results is combined with the capability to influence a work, activity, or group to promote a sense of belonging. The researcher described in his research the root cause as the ability to independently connect it with a single brain function, which they describe as really wanting to make this promise, employees can ensure it, and therefore employees have a responsibility to do it. Individuals see themselves through the things they feel they have (Avey, Avolio, Crossley, & Luthans, 2009). However, he may also be able to delegate responsibility to them other people and maybe regions. Regardless of the material, this kind of personality can be handled for some reason, function, group, or organization.

The aspiration for stuff is an important measure of social nature, besides it can be seen by ownership. If one person feels an intellect in going to an organization or work profession, that person in question is obliged to promote PO (Pierce, Kostova, & Dirks, 2001). In a building sequence, where the sense of ownership reinforces the feeling of taking a home or a place. Should this individual need for space be met by an association, it can enhance representative association with the institute.

These origins are the definitions of why Psychological Ownership occurs. Such human motivation and emotion can arouse curiosity; however, alone, it is not enough to make a PO. The lessons, too, define the psychology of Ownership and can provide interesting ideas for masters who wish to advance it. Followers have a clear image of themselves Project requirements and expected results and standards for success. Moreover, psychological ownership enhances team engagement by convincing productive attitudes (Aga, Noorderhaven, & Vallejo, 2016). It promotes bold working companionships among managers and team members and creates team synergies (Sohmen, 2013).

As a result, squad members appreciate a constructive work tenor and are more committed and motivated to accomplish project goals (Zhu & Mostafavi, 2017). Therefore, researchers suggest that knowledge sharing serves as an arbitrating mechanism by which psychological ownership impacts project success (Aga, Noorderhaven, & Vallejo, 2016). Combined with the desire for self-sufficiency, the exercise of authority over an idea, object, or function can change the course or outcome of an action, creating an intellect of possession. Independence, non-deniability and the ability to influence processes, commitments and status systems help facilitate PO (Pierce, Kostova, & Dirks, 2001).

The purpose of a PO may be an idea, an activity within an organization, or an actual organization, rather than intervening in these processes as a primary object or physical space. Setting you up on goal using interval, vigor, and passion remains a solid way to value PO. Whether an organization complies with a legal asset obligation, for example, if a person invests important energy in an object, group, work, etc., then, PO will likely create. (Pierce, Kostova, & Dirks, 2001).

In addition, creating a sense of purpose in one's shared life or personal interests can create a situation in which unity feels a "combination" with it (Every-Palmer, Jenkins, Gendall, Hoek, Beaglehole, Bell, Williman, Rapsey, & Stanley, 2020). After achieving a goal in a way, whether in business or in the organization as a whole, a person may feel empowered and expect constructive privileges and duties. Lastly, the obligation remains expressed as together the path to the PO and its effect which is the implied or implicit assumption that a person may be called upon to perform his duties legally to another (Nurtjahjani, Batilmurik, Puspita, & Fanggidae, 2022).

Hypothesis H3: Psychological ownership has a significant and positive impact on knowledge sharing.

Hypothesis H4: Psychological ownership mediates the association between Empowering Leadership and knowledge sharing.

2.1.2 Knowledge Sharing as Mediator

Within the existing literature on knowledge sharing, organizational outcomes of knowledge sharing make up the lion's share of focus. Once the board of ownership is the organization, researchers have found knowledge sharing to affect constructive attitudinal outcomes such as organizational citizenship behaviors, job satisfaction, and organization-based self-esteem and work engagement has been identified (Dawkins, Tian, Newman, & Martin, 2017).

The research drew attention to the fact that when a singular's idea of possession and conduct inclinations are like or not the same as those of the gathering, the singular will see social signs communicating backing or resistance. At the point when mental possession is shared inside the gathering, so a particular idea of proprietorship is set up, individuals from the gathering will allow their aggregate regard based on perceptions of others and others' conduct results (Pierce & Jussila, 2010).

As a result, when a singular leads to aggregate mental responsibility by means of an insight that information is mine or our own and this conviction is shared

inside the gathering, the singular's self-idea will be framed through their view of the gathering's reaction, and the singular will depend on this conviction to acquire others endorsement. Along these lines, in the event that the association will probably advance individual information-sharing practices, individuals from the association will actually want to oblige the association's necessities (individual information-sharing practices) and will call upon themselves to participate in individual information-sharing practices to accomplish the association's shared objectives.

They will likewise trust that the motivating forces given to them by the association demonstrate that they have finished the prerequisites the gathering makes of their job, gotten the gathering's commendation and support, and thus acquired the gathering's endorsement. Associates sharing task-related suggestions, statistical data, and suggestions are an example of Knowledge Sharing (KS). One study discovered that thirty 04 percent of the 2000 U.S. firms investigated were going to abuse information management frameworks. Sharing knowledge is a significant issue of statistics administration because it serves in standardizing and expanding the vault of facts available in a business organization (Liebowitz, 1999).

Knowledge sharing is still most probable an essential establishment method because even if the information is not frequently decided to share, the psychological element property offered within a gathering continues to remain underexploited (Olivera & Argote, 1999). Knowledge sharing doesn't really happen naturally in an exceeding team, and the group's leaders play an essential role in making sure that it takes place. Authoritarian leadership can be differentiated from empowerment, one of the main differences in the consequences is that extreme authority inhibits sharing of information among colleagues (Yukl, Gordon, & Taber, 2002). Along these boundaries, knowledge sharing could be a principally preferred position for empowering leadership. However, to the greatest of our knowledge, this relationship has not yet been researched in any disciplinary investigation. Knowledge sharing seems to enhance representative execution due to its positive effect on team building. We tend to believe that experience and understanding wanting to share aids in the development of sentential recollection and mental

models, resulting in improved coordination among team members. Shared mental models can be depicted as open knowledge order by colleagues who admire their job or undoubtedly socio-economic methodologies. According to Okhuysen and Eisenhardt (2009), if people communicate their knowledge over time, they increase their capacity to comprehend and acknowledge through squares as well as examples instead of remote units (Okhuysen & Bechky, 2009). Knowledge sharing will encourage the incident of composite intuition after some time. Because of the potential for sharing knowledge, a colleague's rectangular indicator is arranged to peer even slight alerts from others and fill in the gaps.

As a result, knowledge sharing enables the affiliation of version consists designs that alter humans to be "on the page" during team performance and reap results for the organization. Widely available evidence from studies, including center investigations (Marks, 2000) and a study of gesture controls (Wachs, Stern, Edan, Gillam, Feied, Smith, & Handler, 2006) clearly defines the positive effects of shared mental models on team performance. As a result of the circumstance, sharing knowledge also can consequence in more suitable coordination. Employees working in environments that require greater knowledge sharing can be creative, and one way to improve their skills and capabilities is through mutual learning. Knowledge sharing is a procedure aimed at leveraging prevailing information to help project team members preserve and endure project performance, develop their social capital, and become more advanced and creative. In the field of understanding the organization, knowledge sharing is the identification of existing along with available bold knowledge in order to transmit and relate this knowledge to clear up specific activities better, faster, and stay within budget.

Projects because they have to technically manage tasks and offer creative solutions, so by sharing ideas and information within your team, the team can find solutions faster than taking help from outside the team, which ultimately means additional costs. In a leadership context, members are more willing to share knowledge with each other when they feel that leadership is shared so that each member acts as a leader and shares and experiences knowledge. In IT projects with relatively small teams, each member has an obligation to participate in the decision-making

process (in the sense of being a lead) and somehow share available information and knowledge with his colleagues. This is not limited to decision-making, but to achieving common goals. exchange of authentic information mixed with productive ideas boosts overall project performance, chiefly in the context of shared leadership. The success of the project can generally be defined as the accomplishment of colorful predefined objects. Appropriated success criteria are assessed after the design is completed. Project success is traditionally measured in terms of quality, cost, and time. This was the primary measure of performance. The earlier contracts with the successful completion of the design within cost, time, and quality constraints, while the ultimate deals with the benefits deduced from the design. The practice of knowledge sharing is essential to insure success and effectiveness. The researcher completes systems within a triadic constraint to insure the consummation of investment objects and design benefits.

The practice of knowledge sharing leads to excellence by appreciatively impacting platoon members' mindsets, participating principles, and collaborative approaches to problem-working. Effective design completion requires trust and communication among associates. Knowledge sharing is recognized as a key initiative to help businesses as it enables the general public to acquire critical knowledge from knowledge providers to improve their job performance and benefit the business.

Despite the active exchange of knowledge, management should not include professionals with serious information, expertise, and the ability to perform demanding and sophisticated tasks. Sharing knowledge on projects improves employee performance and strengthens the skills that ultimately determine project success (Navimipour & Charband, 2016). Team members trust their followers and share their knowledge when they feel helpless. Confidence and belief are influenced by the volume of publications, the project's apparent value relationships, and perceived know-how (Lee, Lee, & Park, 2014). Knowledge sharing is the most important part of knowledge organization.

Knowledge sharing promotes structural knowledge and can ultimately affect business performance. It also suggests that managers can improve management performance by improving knowledge sharing among employees. An increasing number

of researchers and project managers seek to facilitate knowledge sharing within their groups, as the impact of knowledge sharing openly defines the overall effectiveness of knowledge management (Wang, Zaman, Rasool, Zaman, & Amin, 2020).

Knowledge sharing can mitigate the effect of construction project difficulties, and in order to manage difficult tasks, workers in construction organizations want to share knowledge and know-how within and between teams. Consequently, project management administrations are required to be aware of and implement the benefits of knowledge sharing (Chen, Nakayama, Shou, & Charoen, 2020) and it is important for project managers to talk about and develop appropriate approaches to knowledge sharing.

As project management groups executes numerous modified projects with different project calendars, in various situations, the knowledge gained while struggling to resolve complications on one project can usually be practiced on other remaining projects or projects in the pipeline. Therefore, it is even more important to promote the performance of knowledge sharing (KSP) between project participants in different project groups working on different projects within the project management group in order to solve numerous production difficulties, avoid similar mistakes, reduce threats, and increase work efficiency.

Freeman (1992) later expanded the definition to include any team or singular that may hinder or affect the achievement of organizational goals (Freeman & Beale, 1992). The Project Management Institute (PMI) identifies project stakeholders as persons or managers who are dynamically complex in the project, or whose contributions may be exaggerated as a result of the implementation or realization of the project. Described as a person or administrator. Proactively connecting individuals and teams who would be noteworthy or disruptively affected by a proposed project increase the chances of project success.

This is because the needs of numerous kinds of people are assessed before constructing cohesive strategies and solutions. Employee empowerment is one method that companies use to improve efficiency and performance. Knowledge sharing is an essential component of empowered teams. Previous research has shown that

knowledge sharing is an important component of organizational performance, and team leaders play a critical role in promoting knowledge sharing within the team. An empowering structure that enables the leader to enhance the self-efficacy of her group members and manage the work environment. When team members are given the power to make work-related decisions entirely on their own, they provide sufficient information to ensure that their own decision-making is reasonable and justified.

When team members are given the authority to make work-related decisions on their own, they must have enough information to ensure that their decisions are reasonable and justified in light of the circumstances. This enhances the likelihood of sharing knowledge tangible and intangible before and during the decision-making process. As a result, empowered practice energizes and enables knowledge sharing. When people conduct research on one related topic to the regions of participation of optional members of a team, transitive memory starts to develop. Coordination is most likely to improve with the addition of transitive recollections because persons will visualize each other's behavior patterns.

As a result, the higher the contentions, the more likely it is that sharing knowledge will lead to improved performance. People can do more than just their own personal results by sharing data. Knowledge sharing is important because many people believe that successful management is dependent on effective data sharing, and data sharing is the most essential part of knowledge management. However, in exercise, the inadequate share may be a helpful barrier to data management. Presently, supervisors in so many countries, including the Islamic Republic of Pakistan are desperate to enforce data management systems in organizations in order to benefit from its beneficial outcomes.

Communicating efficient information leads to lower production costs, and making sure publishing is the most efficient operational method within a company, allowing organizations to settle their problems. Information exchange is an advanced activity, it is also the fundamental basis and framework of many institutions' information management methodologies. It is found that the more worth workers make, the nearer the connection between remuneration and intentional support.

As per the assumption hypothesis, researchers perceive that in case people hope to get some award by taking on a specific conduct, they will quite often participate in that conduct (Lin, 2007). In any case, when there is a deficient award to remunerate workers for the expense of individual information-sharing practices, representatives will be reluctant to share information - this is a usually seen hindrance to individual information-sharing practices (Huber, Herrmann, & Morgan, 2001). The researcher made an arrangement of pay by the association that will urge workers to play out the normal conduct.

At the point when representatives accept that they can get money-related prizes, advancements, or openings for instruction and preparation from individual information-sharing practices, they will have a more prominent ability to participate in individual information-sharing practices. In rundown, there is a constructive relationship between convictions of information sharing (authoritative prizes, correspondence, information self-adequacy, and altruism) and individual information-sharing practices (Bartol & Locke, 2000).

Hypothesis H5: Knowledge sharing has a significant and positive impact on Project Success.

Hypothesis H6: Knowledge sharing mediates the association between Psychological Ownership and Project success.

Hypothesis H7: Psychological ownership and Knowledge sharing subsequently mediate the association between Empowering Leadership and Project success.

2.1.3 Empowering Climate as a Moderator

Empowerment Climate can be defined as an organization's as well as its subsystems' perception characteristics that are reflected in how the institution deals with members, groups, and problems. The concept of culture is a set of shared perceptions of policies, practices, and procedures that a company rewards, upholds, and expects. Leadership, Motivation, Communication, Decision Making, Goals,

and Control are indeed the different attributes of company context suggested by Likert (1967) as climate awareness is important because employees' attitudes are impacted by their own knowledge of the situation (Schneider & Ingram, 1990).

Empowering Climate research should not be a general organizational climate assessment. Researchers have identified specific domains of climate organizational functions. Views of Key Roles Empowerment Success Initiatives Attributed to Researchers and Practitioners In organizational policies and practices, we propose an environment for empowerment. The researcher defines the culture of empowerment as good to work for employee empowerment.

Empowerment can generally be measured according to two main theoretical concepts: The first is psychological empowerment, which focuses on states of psychological empowerment that change a person's behavior. Another concept is structurally empowering environments that focus on creating jobs that enable environments that create the necessary conditions for empowerment (Kantor, Bright, & Burtchell, 2018). Thus, the enabling environment is the entrusting of authority and accountability to employees. An independent environment empowered to make decisions (Nauman, Musawir, Munir, & Rasheed, 2022).

An empowerment environment includes key practices. Knowledge sharing is the self-sufficiency of initial project design documents and comments so that project information is readily available for boundaries and team responsibilities. Cross-border autonomy Individual roles and responsibilities, open communication, and processes enable standardization. Team accountability comes from delegating responsibility. The researcher supports the competence and successful professional development of the project and encourages his team members to participate in decision-making.

The researchers emphasized that different types of powers and different types of tasks need to be considered, but part of the context of the project is the literature on structural empowerment. It is crucial to look into how an empowering environment affects project results (Alexiev, Volberda, Jansen, & Van Den Bosch, 2020). The degree to which team members perceive a constructive and supportive workplace environment impacts their level of motivation, effort, and dedication to

ensuring project success (Braun et al., 2013). As a result, the researcher asserted that project managers empower team members by assigning knowledge (Sharma & Kirkman, 2015), but the empowerment associated with leadership is inherently limited because it allows employees to think differently when problem-solving, however, it also helps them develop their strengths and leads them to a shared vision (Aga, Noorderhaven, & Vallejo, 2016), an environment of strong empowerment endorses and expands such constructive effects by fostering an environment that allows employees to think separately when finding solutions. organization's ongoing challenges (Hut & Molleman, 1998). As a result, the study proposed that the empowerment climate is related to a broader context and has more far-reaching implications than empowerment created by transformational leadership. As a result, the researcher contends that an empowerment climate encourages greater communication and coordination among team members regarding their particular roles and assists in the resolution of disagreements and disagreements among project team members, thus further influencing decisions.

Empowering Climate is a higher-order construct made up of variables such as, taken together, they are shown to influence the outcome variable. Since it is a strategic structure, it has a purpose climate for safety (Wang, Zaman, Rasool, Zaman, & Amin, 2020). In this paper, researchers would like to start with organizations that will empower a climate for project success. Researchers can be integrated into the Network Control measures, organizational policies, and routines to influence the success of the project. Climate constructs can be built at two levels both organizationally and psychologically. The study described an individual's perception of the workplace as follows: Psychological climate and the combination of these individuals' Group or organizational level recognition as an organizational climate (Matić, Cabrilo, Grubić-Nešić, & Milić, 2017).

Research shows that a supportive work environment increases employee active participation in decision-making, that supportive interactions are related to empowerment, that transition and appreciative leadership is related to empowerment, that a participation workplace environment is a significant predictor of empowerment, and that feedback is an important predictor of the psychological state

of meaning and importance. Research by (Khatoon, Rehman, Islam, & Ashraf, 2022) suggests that role conflict is a relevant contextual factor associated with empowering perceptions by administrators. As a consequence, the work context seems to have a significant effect on empowerment.

Employee empowerment is facilitated by management strategies such as reassigning decision-making from higher organizational levels to lower ones and increasing access to information and resources for individuals at lower levels. However, management methods are only each set of conditions and those procedures might or might not motivate staff. Individual perceptions and valuations of the place of work, or psychological climate, impact empowerment cognition. Management styles such as assigning top management from greater levels of administration to subordinate levels and 's offerings at lower levels to better access to information and resources simplify employee empowerment. As per the researcher, style of leadership, personal relationships, possibilities for career development, and the alignment of individual and organizational goals all have a considerable influence on perceptions of empowerment. Based on extensive experience with a range of groups implementing an empowerment strategy. Blanchard and colleagues identified three key management cultures affiliated with empowerment in a study. Empowering leadership influence empowering climate with mediating role of psychological empowerment has been studied (Wen, Huang, & Teo, 2023). **Hypothesis H8:** Empowering Climate moderates the association between Knowledge Sharing and Project success.

2.1.4 Theoretical Framework

Based on the literature review, the following theoretical framework is proposed which is comprised of 8 hypotheses. The relationship between the constructs is represented by the hypothesis. The hypothesis may be supported or not. In order to test the theoretical framework statistically, the methodology is explained in Chapter 3.

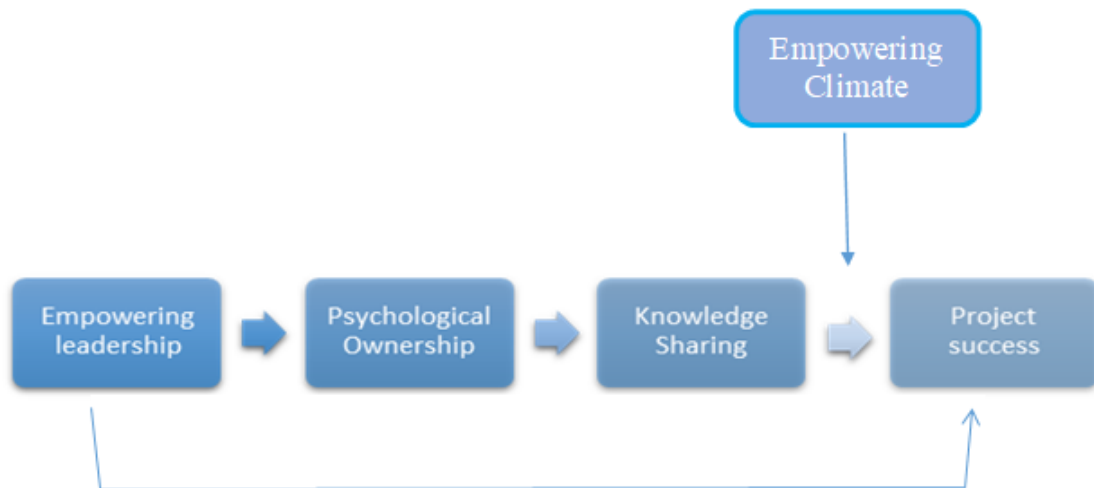


FIGURE 2.1: Framework of Research

Hypothesis H1: Empowering leadership has a positive and significant impact on project success.

Hypothesis H2: Empowering leadership has a positive and significant impact on psychological ownership.

Hypothesis H3: Psychological ownership has a positive and significant impact on knowledge sharing.

Hypothesis H4: Knowledge sharing has a positive and significant impact on Project Success.

Hypothesis H5: Psychological ownership mediates the association between Empowering Leadership and Knowledge sharing.

Hypothesis H6: Knowledge sharing mediates the association between Psychological Ownership and Project success.

Hypothesis H7: Psychological ownership and Knowledge sharing subsequently mediate the association between Empowering Leadership and Project success.

Hypothesis H8: Empowering Climate moderates the association between Knowledge Sharing and Project success

Chapter 3

Methods and Materials

3.1 Introduction

As per the different studies the basic research methods for identifying ways to present clear, comprehensible, determined, and well-prepared purposes. Examiners used a diversity of research approaches for exploring foundations to develop strong research (Saunders & Thornhill, 2009). This includes different structures and methods for assembling evidence relevant to the exploration of questions (Sekaran, 2016)

Although exam topics are chosen, analysis styles remain common guidelines. The research questions in this proposal influence the choice of method. The goals of this study include conducting research using processes that reflect the goals of the study. Quantitative methods were used in this research study. This study was conducted with a series of questions to determine the impact of leadership empowerment on project success through the mediating role of psychological ownership and knowledge sharing and the coordinating role of the empowerment environment.

The purpose of this section is to introduce a broad research approach based on research methodology, demographics, sample collection methods, and validation, as well as the methods and statistics used to incorporate the results. This chapter,

on the other side, will facilitate clarifying the concepts and continuing to follow the methods and names of the selected topics.

3.2 Research Philosophy

The concept of epistemology is concerned with questions of the necessary and adequate conditions of knowledge. Generally, epistemology has four major schools of thought as applied to management sciences namely: Positivism, Constructivism, Critical realism, and Interpretivism. This study is based on empirical analysis and hence firmly rooted in the positivist tradition. According to Comte (1868) it is based on the logic that “there can be no real knowledge but that which is based on observed facts”. The emphasis is on observational factors. Following this approach, most social perceptions are coded and analyzed quantitatively. Positivists seek to identify law-like generalizations from social phenomena and establish cause-and-effect relationships. This last characteristic may be considered its strength or flaw based on one’s subjective inclinations. The researcher and the research subject are considered to be separate and distinct and the values of the researcher are not supposed to influence the research content. Positivists seek to remain impartial in their investigations. This study is based on the positivist paradigm, and contains, as such, both its weaknesses and strengths. This research will be based on a hypothetical deductive research method. Existing work and current theories have been used to explain and endorse hypotheses and then were tested empirically to validate the proposed theory. This study used a quantitative analysis method for data collection, in order to relate variables and illustrate the essence of the association between the variables.

3.3 Research Approach

The section will focus on the techniques used to collect statistics for the purpose of research. This section examines the following concepts: study design, research type, the unit of analysis, population, sample size, and sampling technique, data

collection, study instrument, instrument validity and reliability, data sources, data collection process, and data analysis methods

3.4 Research Design

The current study strategy is an overarching program or research strategy (Oso & Onen, 2008) points out quantitative, qualitative, and multicultural practices as the three most dominant means of gaining accessibility as a way of conducting research methods. This study is striving to explore the impact of empowered leadership on project success in twin cities Pakistan in project-based organizations in Pakistan. In this study, data is collected from project organization employees in partner cities of Pakistan. The type of survey used is cross-sectional. Employees from the project organizations were invited to participate in the survey via email and Google Forms. Both managers and team leaders performing project activities were involved in the study.

3.4.1 Type of Study

The present research study is cross-sectional as data collection has been done only once to test the proposed hypotheses and the causal relationship among the constructs e.g. independent variable, dependent variable, mediators, and moderators were tested using structured equation modeling.

3.4.2 Unit of Analysis

The unit of analysis indicates the level of aggregation of the data collected in the next phase of data analysis (Sekran, 2003). This research and analysis unit has to collect data from managers and employees in various private IT organizations.

3.5 Population and Sample

3.5.1 Population

The study population includes employees working in software houses and IT firms in the software industry. Participants who are active and must provide appropriate responses were part of the research.

3.5.2 Sample Size

The sample size of the research study was 305, which was suitable according to the rule of thumb (Sekran, 2003). The survey has to be sent via email and Google Forms, so individual responses to the survey were distributed to 400 people from different organizations. As a result, 305 responses were recorded. Out of the 305 questionnaires, 123 were answered by women, 157 by men and 25 were not disclose their gender. Therefore, the sample size for this study was 305. As pointed out by Cook et al., (2019), the sample size of the research study was reasonable. is also suggested that a sample size greater than 250 is always suitable for the analysis of private sector studies(Cook, Julious, Sones, Hampson, Hewitt, Berlin, Ashby, Elmsley, Fergusson, Walters, et al., 2019). In academic studies, all respondents were confident that their information would not be disclosed.

3.5.3 Sampling Technique Data Collection

The sample will be collected from Project-based organizations such as software houses and IT firms in Pakistan's twin cities whose workplace has cultural diversity, where managers and team leaders are actively involved in project-based activities. The convenience-based sampling technique is utilized for sampling. The information of the respondent will be kept personal and will be only used for educational research. Data was collected from 305 respondents. Closed questionnaires with a Likert scale are used to collect data. 1 means strongly disagree, 2 means strongly disagree, 3 means neutral, 4 means agree, and 5 means strongly

agree. SPSS and AMOS software was used for data management and compilation. The Software Package for Social Sciences-20 was used to enter, clean, and process quantitative data collected during the survey (SPSS-20). The questionnaire was completed online via email and a Google form. The goal of this study was communicated to the participants in order to get their constructive criticism on the research study. Participants were told that their responses would be treated with confidentiality and that their participation would've been limited to an educational level only in order to reveal the truth about the influence of empowered leadership on project success. At the beginning of the questionnaire, it was clear that the participants would participate voluntarily. Only those participants who worked in the private sector will continue to fill in the questionnaire. The survey was divided into 6 parts. Respondents were asked to answer items related to these five variables of this research, i.e. empowering Leadership, Project success, Psychological ownership, Knowledge sharing, and empowering climate.

3.5.4 Measurement Instruments

Questionnaires will be used to measure the variables. The close-ended questions have been used in the questionnaire for obtaining the results. Participants will be required to fill out the questionnaire with two sections: demographics variables (gender, age, qualification, and experience), the second section was questions related to Empowering leadership, Knowledge Sharing, Psychological Ownership, Project Success, and empowering Climate. The description of instruments that are used in the Leader-Member Exchange (LMX) study is given below. The unidirectional instrument used to collect data were adopted. Responses to each item were rated on a five-point Likert scale.

Empowering Leadership

The scale of empowering leadership has been adopted by Guido et al., (2021). The section on empowering leadership in the questionnaire consists of 08 items that indicate Empowering leadership can lead to project success ([Capaldo, Capone,](#)

Babiak, Bajcar, & Kuchta, 2021). The 5-Likert scale is utilized to show the validity, Where the 1 scale shows the strongly disagreed and the 5 scale shows the strongly agreed.

Project Success

The scale of project success has been adopted by (Aga, Noorderhaven, & Vallejo, 2016). To measure project success, a 14-item based section of dependent variables has been utilized to obtain the responses. The Likert scale ranging from “5= Strongly Agree to 1= Strongly Disagree has been used to check the response rate of the study.

Psychological Ownership

Kohn (2018) developed a seven-item scale used to assess psychological ownership (Kohn, 2018). The study utilized a 7-item scale to evaluate the mediating impact of psychological ownership on empowering leadership and project success. The research was carried out using a Likert scale ranging from “5= Strongly Agree to 1= Strongly Disagree”.

Knowledge Sharing

Knowledge sharing measuring scale has been adopted from a scale developed by (Park & Lee, 2014). The knowledge-sharing variable acts as a mediator and has a great influence on empowering leadership and project success. To measure knowledge sharing, 6-items have been used in this research. For evaluating the response rate Likert scale ranging from “5= Strongly Agree to 1= Strongly Disagree” has been used.

Empowering Climate

The Empowering climate measuring scale was developed by Castillo et al., (2022, Empowering climate is a moderator in the current study and has been assessed on a scale of 05 items. A five-point Likert is used to evaluate the responses, where the scale number 1 shows the strongly disagreed and the 5 scale shows the strongly agreed(Castillo-Jimenez, Lopez-Walle, Toms, Tristan, Duda, & Balaguer, 2022).

The summary of the measurement instrument is shown in Table 3.1.

TABLE 3.1: Measurement Instruments

Constructs	Reference	No. of Items
Empowering Leadership	Capaldo (2021)	8
Project Success	Aga and Vallejo (2016)	14
Psychological Ownership	Kohn (2018)	7
Knowledge Sharing	Park (2014)	7
Empowerment Climate	Castillo et al., (2022)	5

3.5.5 Statistical Analysis Procedure

. The statistical analysis procedure initiated with the coding of constructs items is as follows. Data Coding

The research study results were analyzed using SPSS and AMOS. Formerly starting the analysis, each item of the variable is assigned a particular code for flawless and speedy identification. For example, the items used for empowering leadership were coded as EL1, EL2, EL3, EL4, EL5, EL6, EL7, and EL8. The items for the Project Success has been coded as PS1, PS2, PS3, PS4, PS5, PS6, PS 7, PS8, PS9, PS10, PS11, PS12, PS13 and PS14. Similarly, the items used for the variable Psychological Ownership were coded as PO1, PO2, PO3, PO4, PO5, PO6, and PO7. Knowledge sharing has been coded as KS1, KS2, KS3, KS4, KS5, and KS6. The empowering climate has been coded as EC1, EC2, EC3, EC4, and EC5. Then, data were collected and checked for missing values, outliers, and incomplete questionnaires were excluded. More, data were also examined the One-way ANOVA test was applied to see the effect of demographic variables on the project's success. The results revealed that no demographic has a significant impact on the dependent variable. Further, demographic analysis, reliability analysis, regression, mediation, and moderation analysis were conducted in chapter 4.

Chapter 4

Results and Analysis

4.1 Introduction

The current chapter explains the results revealed after the statistical analysis of the data collected from the respondents. The data were entered in the SPSS. The incomplete questionnaire, and extreme values responses are excluded from the data. Further data were checked for possible outliers to avoid suspicion in the results. The missing values were also treated carefully before the start of statistical analysis. The results were presented below:

4.2 Results Analysis

In the employee demographics, the mentioned category is used to evaluate employee demographics: gender, age, and educational level.

4.2.1 Demographics Characteristics Analysis

The demographics profile of the respondents comprised of Gender, Age in Year, Qualification, and Job Experience are presented in Table 4.1

TABLE 4.1: Gender Analysis of Respondents

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>
<i>Female</i>	123	40.3
<i>Male</i>	157	51.4
<i>Not Prefer to say</i>	25	8.1
<i>Total</i>	305	100

Table 4.1 represents that male has 51.4 percent and females 40.3 percent while 8.1 percent did not respond to the distributed questionnaire.

TABLE 4.2: Age Analysis of Respondents

<i>Age</i>	<i>Frequency</i>	<i>Percent</i>
<i>20-25</i>	89	29.2
<i>26-35</i>	96	31.5
<i>36-45</i>	74	24.2
<i>46 or above</i>	46	15.1
<i>Total</i>	305	100

Table 4.2 represents 29.9 percent of employees were aged between the years of 20 and 25. 31.5 percent of participating employees were between the age group of 26 and 35, 24.2 percent were aged between 36 and 45, and 15.7 percent were aged between the age group of 46 and older.

Likewise, Table 4.3 shows the demographic qualifications, according to the frequency percentage, 41.3 percent of working employees had a bachelor's degree. 37.0 percent of the studied population has a qualified master's degree. 21.6 percent of the population has another level of education.

TABLE 4.3: Respondents Qualification

<i>Qualification</i>	<i>Frequency</i>	<i>Percent</i>
<i>Bachelor</i>	126	41.4
<i>Masters/M.Phil</i>	113	37.0
<i>Others</i>	66	21.6
<i>Total</i>	305	100

4.2.1.1 Descriptive Characteristics

Table 4.4 represent the descriptive statistics which include the variable's minimum, and maximum values related to the constructs, mean, and standard deviation.

It also represents the data skewness and data kurtosis. The data is collected on five-point Likert scale (1= Strongly Disagree and 5= Strongly Agree) based questionnaire. Likewise, the values of both kurtosis and skewness are both in the limit i.e. +/-2. The constructs used in the descriptive statistics are PS= Project Success, KS=Knowledge Sharing, EL=Empowering Leadership, PO= Psychological Ownership, EC=Empowering Climate, Min = Minimum, Max = Maximum, Mean = Mean, SD = Standard Deviation, SE = Standard Error, Skewness = Skewness, Kurtosis = kurtosis.

Further, descriptive statistics explained the basic information about the valid responses which may be used in complex statistical analyses to test the hypotheses related to the theoretical framework of the study. The complex statistical analysis comprised correlation analysis among the constructs, regression analysis, mediation, and moderation examination as well. In fact, descriptive statistics is the first step that is required to be taken in the preparation of the data for statistical analysis. The current study's descriptive statistics represent that data is suitable for the analysis. Moreover, outliers and missing values are also checked before the final analysis. In quantitative analysis, all the results validation is based on the quality of data.

TABLE 4.4: Descriptive Statistics

2[2]*	N	Minimum	Maximum	Mean	SD	Skewness	Std. Error	Kurtosis	SE
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic		Statistic	
PS	305	1.00	5.00	4.0317	.69327	-1.814	.140	5.907	.278
KS	305	1.00	5.00	3.9869	.74757	-1.542	.140	4.011	.278
EL	305	1.00	5.00	4.0320	.77957	-1.529	.140	3.393	.278
PO	305	1.00	5.00	3.9541	.75711	-1.309	.140	2.734	.278
EC	305	1.00	5.000	3.95016	.733688	-1.212	.140	2.913	.278
Valid N (listwise)	305								

Notes: PS= Project Success, KS=Knowledge Sharing, EL=Empowering Leadership, PO= Psychological Ownership, EC=Empowering Climate, Min = Minimum, Max = Maximum, Mean = Mean, SD = Standard Deviation, SE = Standard Error, Skewness = Skewness, Kurtosis = kurtosis

4.2.1.2 Reliability Analysis

Internal uniformity and survey form accuracy are connected with reliability (Jack Clarke, 1998). A measure's reliability can be well explained as an indication of the notch to which it functions and thus ensures a correct calculation. Other researchers have also mentioned the rationality of the dimension procedure in order to establish its rationality and the similarity of outcomes (Thorndike et al., 1991).

TABLE 4.5: Reliability Analysis

Scale	Cronbach's Alpha	Items
Project Success	.917	12
Knowledge sharing	.867	6
Empowerment Leadership	.913	8
Psychological Ownership	.876	7
Empowerment Climate	.816	5

The study's reliability investigation is depicted in Table 4.5. Each variable's Cronbach's alpha value is shown in the table. The results highlight the independent variable's Cronbach's alpha value. The Cronbach's alpha value for project success was 0.917, suggesting that the variable's question is valid and has excellent stability. Cronbach's alpha for knowledge sharing was 0.867, suggesting that the variable's question is valid and reliable. Cronbach's alpha for leadership empowerment is 0.913, suggesting that the variable's question is both valid and reliable. Cronbach's alpha for psychological ownership is 0.876, indicating that the variable's question is both valid and stable. The Cronbach's alpha for empowerment climate is 0.816, suggesting that the variable's question has been both valid and reliable.

However, it is also required to explain that questionnaire used in this study was adopted which was described in the methodology.

4.2.1.3 Correlation Analysis

Table 4.6 shows the correlation between the constructs used in the theoretical framework.

TABLE 4.6: Correlation Analysis

Construct	1	2	3	4	5
PS	1				
KS	.824**	1			
EL	.789**	.852**	1		
PO	.726**	.738**	.782**	1	
EC	.760**	.746**	.762**	.787**	1

Table 4.6 shows the correlation between the variables it shows that the Pearson correlation of the project success with empowerment leadership is .789 **. The Pearson correlation of psychological ownership with empowerment leadership is .782 **. The Pearson correlation of psychological ownership with project success is .726 **. The Pearson correlation of the EC with empowerment leadership is .762 **. The Pearson correlation of the EC with project success is .760 **. The Pearson correlation of the EC with psychological ownership is .762 **. The Pearson correlation of the EC with psychological ownership is .787 **. The Pearson correlation of the KS with empowerment leadership is .852 **. The Pearson correlation of the KS with project success is .824 **. The Pearson correlation of the KS with psychological ownership is .738 **. The Pearson correlation of the KS with EC is .746 **. SPSS indicates with ** that it is noteworthy at the .01 level for a one-tailed prediction. The actual p-value is shown to be .000. A straight way of reportage these statistics would be as mentioned: $r = .789$, $N = 305$, $p < .01$. These results indicate that as empowerment leadership increases, project success also increases, which is a constructive correlation. As the r value reported is constructive and $p < .01$, this means that there is a constructive correlation between our two variables. The Pearson Correlation output matrix also shows the r-value when ‘empowerment leadership’ is correlated with itself, and there is a perfect correlation coefficient of 1. Similarly, “project success”, “psychological ownership”,

EC, and KS have a perfect correlation with itself, $r = 1$. The Pearson Correlations between the pair i.e., empowerment leadership and project success. The results indicate that empowerment leadership influences project success ($r = .7$, $p = .000$) where the value of Significance (1-Tailed) is less than 0.05 noteworthy at a 95 percent confidence interval.

4.2.1.4 Regression Analysis

To predict relationships, it is not sufficient to perform correlation analysis between study variables. Because it only shows uniformity between variables. Correlation analysis does not help you see how the values of one variable predict the values of another variable. Regression analysis predicts the effect of an independent variable on a dependent. A regression study details the relationship between two variables. It also shows the percentage of imbalance of the dependent variable by the independent variable. This discrepancy allows us to predict how much the independent variable is likely to comment on variation in the independent variable.

TABLE 4.7: Model Summary

Model	R	R ²	Adj. R ²	SE
1	.795	0.632	0.631	0.421

Notes: a. Dependent Variable: PS b. Predictors: (Constant), EL

The values of R and R² are listed in Table 4.7 of the regression analysis model summary. The R-value represents the relationship between project success and the empowerment of leaders. The R-value of 0.795 indicates that as management empowerment grows, so does project success, indicating a constructive relationship with $r = 0.795$. In the table, the R² value represents the degree to which the total variation in the dependent variable occurs. The value of R² in this scenario is 0.632, or 63.2 percent indicating that the value is high. In this case, the r-value of 0.795 indicates a noteworthy correlation, which appears to be satisfactory.

The adjusted R-squared indicates the results' generalizability or the variation of

the sample results from the population. During the regression. To see the difference between R-squared and Adjusted R-square values, the value must be analyzed. In this case, the value is 0.631, which is close to the r-value of 0.795, indicating a good and noteworthy result.

4.2.2 Co-efficient Analysis

The value of Unstandardized Coefficients shows the slope of the regression line. From the regression equation: Project Success = 1.254 + .688 Empowering Leadership The value of the Standardized Coefficient shows the contribution of the variables to enhance the model. Table 4.8 Empowering Leadership ‘contributes’ 79.5 percent to project success. which is our Pearson’s r value. The t value of the constant is 22.828, and p is less than .05 which tells us that the intercept is significant. The t value for Empowering Leadership shows that the 22.828, p is less than .01 is also noteworthy. The noteworthy change in Project Success as a result of Empowering Leadership is 0.000, which is less than the acceptable value of 0.05. Empowering Leadership increases the changes of project success by 78.9 percent due to a 1 unit increase in Empowering Leadership. As a result of the analysis, Empowering Leadership appears to have a noteworthy constructive relationship with Project Success. Hence: H1 is supported which is H1: Empowering leadership has a positive and significant impact on project success. Likewise,

TABLE 4.8: Co-efficient Analysis

Model	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	SE	Beta		
EL	0.707	0.031	0.795	22.828	0.00
EL	0.768	0.034	0.791	22.476	0.00
PO	0.730	0.038	0.739	19.093	0.00
KS	0.764	0.030	0.823	25.255	0.00

Notes: a. Dependent Variable: PS

hypothesis H2: Empowering leadership has a positive and significant impact on psychological ownership is also supported by the results shown in Table 4.8 where

coefficient values .768 is found significant (EL 0.768 0.034 0.791 22.476 0.00). Similarly, Hypothesis H3: Psychological ownership has a positive and significant impact on knowledge sharing is supported as well where the coefficient value is .730 and significant (PO 0.730 0.038 0.739 19.093 0.00). In last, hypothesis H4: Knowledge sharing has a positive and significant impact on Project Success results also revealed a positive and significant impact on project success where the coefficient value is .764 (KS 0.764 0.030 0.823 25.255 0.00).

4.3 Confirmatory Factor Analysis

Confirmatory factor analysis (CFA) was used to validate the measurement model, which is made up of five latent variables: empowering leadership, project success, psychological ownership, knowledge success, and empowering climate. To test the model fit, the following fit indexes were used: chi-square scale, Incremental Fit Index (IFI), Tucker-Lewis index (TLI), Comparative Fit index (CFI), and root mean square error of approximation (RMSEA).

TABLE 4.9: Model Fitness

	CMIN / DF	RMSEA	IFI	TLI	CFI
Default Model	2.709	0.075	0.848	0.898	0.918

Table 4.9 displays the acceptable pointers for the Confirmatory Factor (CFA) analysis that was used to validate the modified tool in study settings. All values fall within the desired range, indicating positive stability. CMIN / DF is less than 5, and thus acceptable; alternatively, the appropriate value is less than 2.709. IFI, TLI, and CFI must all have a value greater than 0.95; however, values greater than 0.9 are acceptable. As a result, the table values are within an acceptable range. The RMSEA value is less than 0.075, but values less than 0.08 appear to be acceptable, and the table as well shows a value less than 0.08. The CFA model produces satisfactory results

4.3.1 Mediation Analysis

In the evaluation of mediation of psychological Ownership and Knowledge sharing, Peacher and Hayes model 7 was applied. In addition to simple mediation, it also evaluated the sequential mediation of PO and KS AS shown in Table 10.

TABLE 4.10: Mediation Analysis

Relationship	B	se	t	p	LLCI	ULCI
EL - PS	0.2007	0.0597	3.3604	0.0009	0.0832	0.3182
EL- PO	0.7678	0.0342	22.476	0	0.7006	0.84
PO - KS	0.1548	0.0465	3.333	0.0010	0.0634	0.2463
KS - PS	0.4587	0.0566	8.1043	.0000	0.3474	0.5701

Notes: a. Dependent Variable: PS a. Independent Variable: EL, c. Mediators' psychological ownership, knowledge sharing

Table 4.10 depicts the indirect effect of the mediating variables and the direct effect of empowering leadership on project success which is 20 percent as per results. According to hypothesis 1, there is a strong relationship between Empowering Leadership and Project Success because the significance level is less than .05 and the lower and upper limit confidence intervals are both in the same direction. As a result, the hypothesis is fully supported. Hypothesis 5 indicates that there is mediation of psychological ownership exists in the relationship between Knowledge Sharing and Project Success because the significance value is less than .05 and the lower and upper limit confidence intervals are both in the same direction. The relationship between psychological ownership and project success is mediated by knowledge sharing is proposed in Hypothesis 6 which is also supported by the results shown in Table 10 as the upper and lower limit have the same sign. Finally, the sequential mediation of Psychological ownership and knowledge sharing is also proved as shown in Table 11. Hence; the relationship between Empowering Leadership and Project Success is mediated by Psychological Ownership and Knowledge Sharing. LLCL and ULCL both have the same direction; thus, the result shows complete mediation. Sequential mediation exists and Hypothesis 7 is also supported by the results presented in Table 4.11

TABLE 4.11: Sequential Mediation Analysis

Relationship	Effect	Boot SE	LLCI	ULCI
EL-PS-KS-PS	0.0545	0.0231	0.0159	0.1086

4.3.2 Moderation Analysis

To check the moderating role of empowering climate, hypothesis 8 has been developed that states that Empowering Climate moderates the relationship of knowledge sharing and Project success such that it strengthens the said association among the variables is shown in Table 12.

TABLE 4.12: Moderation Analysis

Construct	Co-efficient	SE	t	p
Interaction Term	0.313	.043	7.345	0.000

The study tries to identify the impact of empowering climate as moderates the association between Empowering Leadership and Project Success.

The analysis of the study exhibits the significance value among the variables that meet the criteria. This states that the empowering climate has a significant impact on the association between knowledge sharing and project success.

The results revealed that 31.3 percent strengthen the association between knowledge sharing and project success as shown in Table 4.12.

Hence, Hypothesis 8 states empowering climate moderates the association between knowledge sharing and project success such that it strengthens the said association.

The current study was complex in nature and a novel contribution to the empowering leadership literature. Further, it tested the proposed theoretical framework based on the research gaps identified in the literature review. In this chapter, all the hypotheses were tested based on statistical analysis including descriptive

statistics, correlation among the constructs, regression, mediation analysis, sequential mediation analysis, and moderation analysis. The results revealed the support of all the hypotheses which are presented in Table 2.13.

TABLE 4.13: Summary of the Hypotheses

Hypothesis	Statements	Results
H1	Empowering leadership has a positive and significant impact on project success.	Supported
H2	Empowering leadership has a positive and significant impact on psychological ownership.	Supported
H3	Psychological ownership has a positive and significant impact on knowledge sharing.	Supported
H4	Knowledge sharing have a positive and significant impact on Project Success.	Supported
H5	Psychological ownership mediates the association between Empowering Leadership and Knowledge sharing.	Supported
H6	Knowledge sharing mediates the association between Psychological Ownership and Project success.	Supported
H7	Psychological ownership and Knowledge sharing subsequently mediate the association between Empowering Leadership and Project Success.	Supported
H8	Empowering Climate moderates the association between Knowledge Sharing and Project success.	Supported

Chapter 5

Discussion, Implications, Future Directions and Conclusion

5.1 Introduction

The impact of empowerment leadership on project success was examined in this study. This current study also examined the importance of psychological ownership and knowledge sharing in mediating empowerment leadership and project success, as well as the role of empowering climate in moderating knowledge sharing and project success. The intended exploration generated a critical aid to the cumulative research hypothesis. The section which chooses to follow is based on a discourse of the study variables.

5.1.1 Empowering leadership effect on Project Success

H1: Empowering Leadership has a significant and positive impact on Project Success. The primary objective of the survey was changed to determine the relationship between project success and leadership empowerment. This relationship was attempted by analyzing linear regression. The main principle H1 is completed by the hypothesis rationale that enhanced leadership is constructively related to project success among software companies. Exploring the direct link between Empowering leadership and project success comes close to seeing the amazing and

tremendous connection between these elements. Additionally, the association between strengthening leadership and project success was further replicated using regression analysis. Regression analysis results confirmed that granting initiative is a key indicator of project success. Therefore, hypothesis H1 was supported. A direct relationship and correlation were found between leadership empowerment and project success. The experience of empowered leaders met with extreme strength and self-determination when compromising adventure. Additionally, they feel their engagement is more prominent, inclusive, and impactful, leading to a greater desire to achieve. The effect was therefore consistent with observations supporting the hypothesized relationship.

5.1.2 Empowering Leadership Effect on Psychological Ownership:

H2: Empowering leadership has a significant and positive impact on psychological ownership. The second determination of the study was to clarify the relationship between Empowering leadership and Psychological ownership. It was tested using linear regression analysis. A second hypothesis (H2) was built to examine whether there is a constructive relationship between empowering leadership and psychological Ownership in the software industries of Pakistan's Twin cities. Correlation analysis was used to examine this relationship, after conducting a correlation analysis between empowering leadership and psychological ownership, the study results showed a noteworthy constructive relationship between them. Similarly, through the application of regression analysis, the relationship between the variables was also regressed. Regression analysis results indicated that leadership empowerment was an important predictor of psychological ownership. Therefore, hypothesis H2 was supported. A direct relationship and correlation were found between empowering leadership and psychological ownership. The results of this study are consistent with previous studies, which show the importance of external sources, as a study of extended and networked teams showed relatively higher productivity (Woo, Chung, Chun, Han, & Lee, 2014). Psychological ownership is the ability to create strong and constructive relationships between leaders and team

members. This allows their team members to be inspired and motivated to work toward the project goals (Zhu & Mostafavi, 2017). Psychological ownership has a clear Project vision, another source of inspiration for team members' project goals. In addition, psychological ownership creates a working environment that improves the team and also enhances member collaboration and goal-oriented efforts which ultimately helps the leaders to ensure project success (Sohmen, 2013). Therefore, results were according to the evidence supporting this hypothetical relationship of variables.

5.1.3 Psychological Ownership's Influences Knowledge Sharing

H3: Psychological ownership has a significant and positive impact on knowledge sharing. The findings of the study show that if there is an increase of Psychological Ownership by 1 it would ultimately increase Knowledge Sharing by 0.393. However, the regression weight of PO in predicting KS is noteworthy associated with the level of 0.001. This result satisfies the study's hypothesis 3, specifically, employees with high psychological self-responsibility share their knowledge with colleagues to improve project performance. The present study shows that psychological ownership is constructively related to knowledge sharing. As knowledge ownership increases, employees believe that the knowledge they possess is theirs, so they hide it from their peers. However, as far as this study is concerned, that claim fails, and current research shows that there is a noteworthy and constructive association between psychological ownership and knowledge sharing. Therefore, the results were generated according to the evidence supporting this hypothesized relationship of the variables.

5.2 Knowledge Sharing Effect on Project Success

H4: Knowledge sharing has a significant and positive impact on Project Success. The objective of the hypotheses is to clarify the relationship between Project success and knowledge sharing. An attempt was made to examine this association by linear regression analysis. The H4 was completed based on the hypothesis that project success is strongly associated with knowledge sharing among the employees of software industries. Correlation analysis was used to examine this relationship. During the analysis, a direct and strong correlation exists between the variables. Knowledge sharing and project success, has identified as noteworthy and constructively associated. Therefore, the relationship between enabling leadership and knowledge sharing was also regressed by applying regression analysis. The results of the regression analysis showed that leadership empowerment was a noteworthy predictor of knowledge sharing. Therefore, hypothesis H4 was supported. A direct relationship and correlation were found between better leadership and knowledge sharing. The findings are consistent with previous studies that have shown that knowledge sharing is a noteworthy determinant of authoritative performance and plays a critical role in visualizing the transfer of information to groups. A research study conducted in the IT sector demonstrated that empowering leadership has an encouraging effect on project success. In addition, the study also revealed the basic strategies to visualize the constructive impact of leadership on project success. Therefore, the results were generated according to the evidence supporting this hypothesized relationship of the variables.

5.3 Mediation Effect

The results included path analysis, in addition to coefficient values, standard errors, and p-values. According to the study's findings, there is a comprehensive mediation of psychological ownership and knowledge sharing between empowerment leadership and project success. The correlation value might also confirm this.

The coefficients showed a positive correlation between empowering leadership and project success, and the value of the coefficient decreases when another variable causes an effect and decreases in the relationship between the independent and dependent variables, and this variable happens to be a mediating variable. As a result of the analysis, its mediator variable in this relationship was fully mediated. In hypothesis 5, there is no substantial link between Knowledge Sharing and Project Success because the significance value is less than .05 and the lower and upper limit margins of error are both in the same direction. The study depicts the mediating relationship, such as the mediator-moderator relationship. The relationship between Empowering Leadership and Project Success is mediated by Psychological Ownership and Knowledge Sharing. The directions for LLCL and ULCI are the same. As a result, the study supports Hypothesis 7 by illustrating that psychological ownership and knowledge sharing mediate the relationship between empowering leadership and project success.

5.4 Moderating Effect

The final hypothesis supposed either that empowering climate has a moderating influence on the IV and DV of the present study. It illustrates that a company's environment seems to be very crucial to achieving project success. The thesis results show that the p-value is less than 0.05, suggesting that the relationship between the variables is significant. Thus, the moderating role of empowering climate in empowering leadership and project success is noteworthy. As a result, the Lower-Level Confidence Interval and Upper-Level Confidence Interval both point in opposite directions. As a result, this relationship depicts that it is fully moderated. The LLCI and ULCI are originally trying to point in the same direction, but the impact of interaction on the moderation relationship transitions the direction, and thus it is fully moderated. The study's literature supports the hypothesis in the sense that a company's climate helps to secure the project, which ultimately empowers the employee so that they psychologically own their task and put forth

their greatest attempts to bring the project to an effective conclusion, which would only be possible due to empowered leaders and knowledge sharing.

5.5 Practical Implications

Implications of the study's findings based on both fundamental theory and practice emerged; the findings are as expected, showing the statistical significance of empowering leadership with project success along with the mediating role of psychological ownership and knowledge sharing and with a moderating role of empowering climate. The survey of the present study reveals how empowering leadership can increase the success of the project and help in it as well by showing an important part of psychological ownership, knowledge sharing, and empowering climate. Empowered leaders of any organization are beneficial to contribute to psychological ownership, knowledge sharing, and creating an empowered climate that contributes to the success of the project.

From this, the constructive results of empowering leadership can be derived for the success of the project most grounded while the organizational setting supports knowledge-sharing scenarios and enhances the ownership of an employee psychologically. The finding that the mediating role of knowledge sharing is simply in the middle suggests that there are still special ingredients at work in the connection between project success and empowerment leadership so in order to make the study more elaborate another mediator has been added i.e. psychological ownership. From a theoretical point of view, the proposals were supported by the study and the prior work extended to empowering leadership and project success in three ways. First, he researched and investigated the underlying factors associated with empowering leadership, which led to the success of the project. Second, the theoretical model was supported by a study, which integrated various aspects of empowering leadership and project success literature.

Third, it examined the impact of empowering leadership that can be favorable to the success of the project. This research also provides theory project development using reliable measurements for empowering leadership along with the

mediating factors of knowledge sharing and Psychological ownership and with a moderating factor of empowering climate which helps to achieve the success of the project. Never disliked the operationalization using Wang and Howell(2010), who saw project success as a measure of empowering leadership, concluding that empowering leadership is an independent construct that includes knowledge sharing and psychological ownership to support project success. Many practical implications can also be derived from the location in which empowering the leadership of the project manager plays his role in order to improve project success along with Psychological ownership, knowledge sharing, and empowering climate.

One implication pointed to the importance of empowering leadership interventions which include formal and informal mediation at the institutional level aimed at improving psychological ownership and additionally taking care of knowledge-sharing problems that affect the success of the project. This suggests that the chances of the project being successful may be higher when the empowering leadership and knowledge-sharing parts are applied appropriately. This finding is consistent with past research on the relationship between empowering climate, empowering leadership, and project success. Similarly, it suggests to the management of firms to develop and make efforts for project managers should be in the middle, follow the project success techniques and amplify their blessings along with the common ones leadership training programs.

5.6 Limitations and Future Directions

The nature of this study was a Purposive sampling technique, a cross-sectional and exploratory research design that analyzed the role of psychological ownership and knowledge sharing as a mediator and empowering climate as a moderator. Through the design of this study; an experimental study design may be adopted in future studies designed to replicate the results of studies that have been conducted. The dark side of psychological ownership and knowledge sharing should be considered at various departmental levels, and management levels with bottom-up and top-down approaches of IT software companies.

This study is from Pakistan's twin cities (Islamabad and Rawalpindi) only and presents the problem of generalization as a limitation in connection with this study. Time constraints were another limitation as the staff was very busy; there was very little time to think and fill out questionnaires and to cope up to meet project deadlines. Another detail of this study was that the survey is based on honesty. This technique is common among respondents and aware of personal feelings and behavioral tendencies.

To overcome the shortcomings the model was tested in the Islamabad region, it may end. It is extremely helpful if you attempt this version to be the subject of a single. Different samples from different international locations with different companies can provide relatively valuable bits of understanding about how societies are of a unique kind. Since the study was quantitative in nature, quantitative research could be performed in the future to investigate the reliability of the result. This study presented employee perspectives.

However, future research could be conducted on perspectives including customers and employees to increase compliance with findings. The study was performed only in the project department. Future studies could focus on other departments also software houses. Other industries and services such as construction should be considered for research in the future. The research conducted provided the link between psychological ownership, knowledge sharing, project success, empowering climate, and empowering leadership. In the future, the extent of these relationships could be explored

5.7 Conclusion

The main focus of the study was to examine the influence of empowering leadership success of a project. Psychological Ownership and Knowledge sharing are the two concepts that are really important for any project-based organization to be successful. This can be said without a doubt that any organization that lets its employees work with a sense of freedom can definitely excel to the heights of success. Hence to empower the employees, it is necessary to have the best

performance from them. To fill the gaps in the analysis, this research has been conducted to show the findings that indicate empowering leadership has a major impact on people's work performance.

To conduct the study in an efficient way, questionnaires were used to collect the data. For the analysis, 305 replies were considered. The surveys contained the most extensive information necessary for this investigation study. The results, from the surveys, were then calculated using the SPSS software. After the simulations, three different hypotheses were included: H1, H2, and H4. All of these hypotheses were discussed and supported using regression analysis. These hypotheses were used to clarify the relationships between empowerment leadership and knowledge sharing, empowering leadership and psychological ownership, and also between project success and leadership empowerment.

The results of this study indicate that workers utilize their bosses' empowering conduct as a model to implement, which aids them in embracing a similar type of empowering idea. It states that workers are implementing the necessary empowering ideas from their managers. Employees, like leaders, use four characteristics of empowering leadership in a specific way. It indicates they realize the significance of their work in relation to corporate goals. Employees are completely happy and driven by their supervisor's trust and confidence, and they strive tirelessly to achieve excellent performance. Employees are also strongly encouraged by their managers to participate in decision-making and to make their own decisions in order to achieve development and good performance. This indicates that employees have complete autonomy to carry out their duties without intervention from a third party since their superiors granted them complete autonomy.

The statistical analysis has shown that empowering leadership is playing a leading role in uplifting project success in IT firms. There is a positive relationship between empowering leadership and project success. The study focuses on checking the role of psychological ownership as a mediator between empowering leadership and project success.

Empowering leadership and project success showed a great impact on each other which proved the first hypothesis and the second hypothesis was to examine the

association between the independent variable and mediator 1 of the study i.e. empowering leadership and psychological ownership which was also proved and accepted. The hypothesis was to check the impact of M1 on M2 i.e. Psychological ownership of knowledge sharing was also accepted and proved. The fourth hypothesis was to check the influence of M2 on DV i.e. Knowledge sharing on Project Success, the study shows that they both have a consequential influence on each other. The seventh hypothesis of the study is based to check the impact of mediators on the IV and DV which proved and accepted that psychological ownership and Knowledge sharing subsequently mediates the association between Project success along with Empowering Leadership. The last hypothesis of the research was to check that either empowering climate moderates the mediation of psychology plus knowledge sharing ownership between Empowering Leadership and Project success this was also accepted.

Bibliography

- Aga, D. A., Noorderhaven, N., & Vallejo, B. Transformational leadership and project success= the mediating role of team-building. *International Journal of Project Management*, 34(5):806–818, 2016.
- Ahearne, M., Mathieu, J., & Rapp, A. To empower or not to empower your sales force? an empirical examination of the influence of leadership empowerment behavior on customer satisfaction and performance. *Journal of Applied psychology*, 90(5):945, 2005.
- Ahmad, A., Younis, M. S., Ahmad, N., & Anwar, N. Critical factors influencing the project success in pakistan. *Mediterr. J. Soc. Sci.*, 2015.
- Ahmadi, A. & Golabchi, M. Complexity theory in construction project time management. *International Research Journal of Applied and Basic Sciences*, 6 (5), 2013.
- Alexiev, A., Volberda, H., Jansen, J., & Van Den Bosch, F. Contextualizing senior executive advice seeking: The role of decision process comprehensiveness and empowerment climate. *Organization Studies*, 41(4):471–497, 2020.
- Amundsen, O., Aasen, T. M. B., Gressgrd, L. J., & Hansen, K. Preparing organisations for employee-driven open innovation. *International Journal of Business Science Applied Management (IJBSAM)*, 9(1):24–35, 2014.
- Anantatmula, V. S. Project manager leadership role in improving project performance. *Eng. Manag. J.*, 22(1):13–22, 2010.

- Arnold, J. A., Arad, S., Rhoades, J. A., & Drasgow, F. The empowering leadership questionnaire: The construction and validation of a new scale for measuring leader behaviors. *Journal of organizational behavior*, 21(3):249–269, 2000.
- Avey, J. B., Avolio, B. J., Crossley, C. D., & Luthans, F. Psychological ownership: theoretical extensions, measurement and relation to work outcomes. *J. Organ. Behav.*, 30(2):173–191, 2009.
- Bartol, K. M. & Locke, E. A. *Compensation in Organizations: Progress and Prospects*. Lexington Press, 2000.
- Bhattacharya, S. & Sharma, P. Dilemma between ‘it’s my or it’s my organization’s territory’: Antecedent to knowledge hiding in indian knowledge base industry. *International Journal of Knowledge Management (IJKM)*, 15(3):24–44, 2019.
- Braun, S., Peus, C., Weisweiler, S., & Frey, D. Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust. *The leadership quarterly*, 24(1):270–283, 2013.
- Brown, S. P. A meta-analysis and review of organizational research on job involvement. *Psychological bulletin*, 120(2):235, 1996.
- Burke, P. J., Silva, J. D. D., Vaughan, B. L., & Knight, J. R. Training high school counselors on the use of motivational interviewing to screen for substance abuse. *Substance Abuse*, 26(3-4):31–34, 2006.
- Capaldo, G., Capone, V., Babiak, J., Bajcar, B., & Kuchta, D. Efficacy beliefs, empowering leadership, and project success in public research centers: an italian–polish study. *International Journal of Environmental Research and Public Health*, 18(13):6763, 2021.
- Castillo. Empowering and disempowering motivational climates, mediating psychological processes, and future intentions of sport participation. *Int. J. Environ. Res. Public Health*, 19(2):896, jan 2022.
- Castillo-Jimenez, N., Lopez-Walle, J. M., Toms, I., Tristan, J., Duda, J. L., & Balaguer, I. Empowering and disempowering motivational climates, mediating

- psychological processes, and future intentions of sport participation. *Int. J. Environ. Res. Public Health*, 19(2):896, jan 2022.
- Chan, A. P. C., Scott, D., & Chan, A. P. L. Factors affecting the success of a construction project. *J. Constr. Eng. Manag.*, 130(1):153–155, 2004.
- Chen, C. C., Nakayama, M., Shou, Y., & Charoen, D. Increasing project success in china from the perspectives of project risk, methodology, tool use, and organizational support. pages 1267–1287, 2020.
- Cook, J. A., Julious, S. A., Sones, W., Hampson, L. V., Hewitt, C. E., Berlin, J. A., Ashby, D., Elmsley, R., Fergusson, D. A., Walters, S. J., et al. Practical help for specifying the target difference in sample size calculations for rcts: the delta2 five-stage study, including a workshop. *Health technology assessment*, 2019.
- Ćulibrk, J., Delić, M., Mitrović, S., & Ćulibrk, D. Job satisfaction, organizational commitment and job involvement: The mediating role of job involvement. *Frontiers in psychology*, 9:132, 2018.
- Dai, Y.-D., Zhuang, W.-L., Lu, S.-C., & Huan, T.-C. Work engagement or job burnout? psychological ownership amongst the employees of international tourist hotels. *Tourism Review*, 76(6):1243–1259, 2021.
- Dawkins, S., Tian, A. W., Newman, A., & Martin, A. Psychological ownership: A review and research agenda. *J. Organ. Behav.*, 38(2):163–183, feb 2017.
- Dong, Y., Bartol, K. M., Zhang, Z.-X., & Li, C. Enhancing employee creativity via individual skill development and team knowledge sharing: Influences of dual-focused transformational leadership. *J. Organ. Behav.*, 38(3):439–458, 2017.
- Dulewicz, V. & Higgs, M. Assessing leadership dimensions, styles and organizational context. *Journal of Managerial Psychology*, 2005.
- Every-Palmer, S., Jenkins, M., Gendall, P., Hoek, J., Beaglehole, B., Bell, C., Williman, J., Rapsey, C., & Stanley, J. Psychological distress, anxiety, family

- violence, suicidality, and wellbeing in new zealand during the covid-19 lockdown: A cross-sectional study. *PLoS one*, 15(11):e0241658, 2020.
- Fiedler, F. E. A contingency model of leadership effectiveness¹. In *Advances in experimental social psychology*, volume 1, pages 149–190. Academic Press, 1964.
- Ford, D. P. & Staples, S. ‘are full and partial knowledge sharing the same?’. *Journal of Knowledge Management*, 14(3):394–409, 2010.
- Forrester, R. Empowerment: Rejuvenating a potent idea. *Acad. Manag. Perspect.*, 14(3):67–80, 2000.
- Freeman, M. & Beale, P. *Measuring project success*. 1992.
- Gorgievski, M. & Hobfoll, S. E. Work can burn us out and fire us up. *Handbook of stress and burnout in health care*, pages 7–22, 2008.
- Gundersen, G., Hellesoy, B. T., & Raeder, S. Leading international project teams. *J. Leadersh. Organ. Stud.*, 19(1):46–57, 2012.
- Harris, A., Jones, M., & Baba, S. Distributed leadership and digital collaborative learning: A synergistic relationship? *British Journal of Educational Technology*, 44(6):926–939, 2013.
- Hassan, A., Adeleke, A., & Taofeeq, D. The effects of project triple constraint on malaysia building projects. *Social Science and Humanities Journal*, 3(5): 1222–1238, 2019.
- Hogl, K., Nordbeck, R., & Pregerning, M. El diálogo forestal de austria. *Synthesis report of the project New Modes of Governance for Sustainable Forestry in Europe*, 2007.
- Holzmann, V. & Mazzini, L. Applying project management to creative industries: The relationship between leadership style and project success. *Journal of Organizational Culture*, 24(1):1–17, 2020.
- Howsawi, E. M., Eager, D., & Bagia, R. *Understanding Project Success: the (Four-Level) Project*. 2011.

- Huber, F., Herrmann, A., & Morgan, R. E. Gaining competitive advantage through customer value oriented management. *Journal of consumer marketing*, 18(1):41–53, 2001.
- Hut, J. & Molleman, E. Empowerment and team development. *Team Performance Management: An International Journal*, 4(2):53–66, 1998.
- Ika, L. A. & Donnelly, J. Success conditions for international development capacity building projects. *International Journal of Project Management*, 35(1):44–63, 2017.
- Kantor, D., Bright, J. R., & Burtchell, J. Perspectives from the patient and the healthcare professional in multiple sclerosis: social media and participatory medicine. *Neurology and therapy*, 7:37–49, 2018.
- Khan, H., Akhtar, F., et al. The impact of political skills on job outcomes: Moderating role of psychological empowerment. *International Journal of Human Resource Studies*, 8(3):162–173, 2018.
- Khatoon, A., Rehman, S. U., Islam, T., & Ashraf, Y. Knowledge sharing through empowering leadership: the roles of psychological empowerment and learning goal orientation. *Global Knowledge, Memory and Communication*, (ahead-of-print), 2022.
- Kim, M. & Beehr, T. A. The power of empowering leadership: Allowing and encouraging followers to take charge of their own jobs. *The International Journal of Human Resource Management*, 32(9):1865–1898, 2021.
- Kissi, J., Dainty, A., & Tuuli, M. Examining the role of transformational leadership of portfolio managers in project performance. *International Journal of project management*, 31(4):485–497, 2013.
- Kohn, H. L. Examining the relationship between psychological ownership and knowledge sharing. 2018.
- Kopelman, R. E., Brief, A. P., & Guzzo, R. A. The role of climate and culture in productivity.

- Lee, J., Lee, H., & Park, J.-G. Exploring the impact of empowering leadership on knowledge sharing absorptive capacity and team performance in (it) service. *Inf. Technol. People*, 27(3):366–386, 2014.
- Liebowitz, J. *Building organizational intelligence: A knowledge management primer*. CRC press, 1999.
- Lin, H. F. Effects of extrinsic and beliefs of knowledge sharing on employee individual knowledge sharing behaviors intentions. *Journal of Information Science*, 33(2):1–16, 2007.
- Locke, J. C. & Kozma-Bogn. Experimental validation of a predicted feedback loop in the multi-oscillator clock of arabidopsis thaliana. *Molecular systems biology*, 2(1):59, 2006.
- Marks, H. M. Student engagement in instructional activity: Patterns in the elementary, middle, and high school years. *American educational research journal*, 37(1):153–184, 2000.
- Matić, D., Cabrilo, S., Grubić-Nešić, L., & Milić, B. Investigating the impact of organizational climate, motivational drivers, and empowering leadership on knowledge sharing. *Knowledge Management Research & Practice*, 15:431–446, 2017.
- Nauman, S., Musawir, A. U., Munir, H., & Rasheed, I. Enhancing the impact of transformational leadership and team-building on project success: The moderating role of empowerment climate. *International Journal of Managing Projects in Business*, 15(2):423–447, 2022.
- Navimipour, N. J. & Charband, Y. Knowledge sharing mechanisms and techniques in project teams: Literature review, classification, and current trends. *Computers in Human Behavior*, 62:730–742, 2016.
- Neck, C. P. & Houghton, J. D. Two decades of self-leadership theory and research: Past developments, present trends, and future possibilities. *Journal of managerial psychology*, 21(4):270–295, 2006.

- Nelson, E. È. “hatred is tremendous cement”: Complexity science and political consciousness in chaotic times. *Psychological Perspectives*, 62(2-3):148–163, 2019.
- Nurtjahjani, F., Batilmurik, R. W., Puspita, A. F., & Fanggidae, J. P. The relationship between transformational leadership and work engagement. moderated mediation roles of psychological ownership and belief in just world. *Organization Management Journal*, 19(2):47–59, 2022.
- Okhuysen, G. A. & Bechky, B. A. 10 coordination in organizations: An integrative perspective. *Academy of Management annals*, 3(1):463–502, 2009.
- Olivera, F. & Argote, L. Organizational learning and new product development: Core processes. In *Shared Cognition in Organizations*, pages 297–326. Psychology Press, 1999.
- Oso, W. Y. & Onen, D. A general guide to writing research proposal and report. 2008.
- Park, J.-G. & Lee, J. Knowledge sharing in information systems development projects: Explicating the role of dependence and trust. *International Journal of Project Management*, 32(1):153–165, 2014.
- Pierce, J. L. & Jussila, I. Collective psychological ownership within the work and organizational context: Construct introduction and elaboration. *J. Organ. Behav.*, 31(6):810–834, aug 2010.
- Pierce, J. L., Kostova, T., & Dirks, K. T. Toward a theory of psychological ownership in organizations. *Acad. Manage. Rev.*, 26(2):298, 2001.
- Pierce, J. L., Kostova, T., & Dirks, K. T. The state of psychological ownership: Integrating and extending a century of research. *Rev. Gen. Psychol.*, 7(1):84–107, 2003.

- Pirkkalainen, H., Pawlowski, J. M., Bick, M., & Tannhäuser, A.-C. Engaging in knowledge exchange: The instrumental psychological ownership in open innovation communities. *International journal of information management*, 38(1): 277–287, 2018.
- Pittino, D., Martínez, A. B., Chirico, F., & Galván, R. S. Psychological ownership, knowledge sharing and entrepreneurial orientation in family firms: The moderating role of governance heterogeneity. *Journal of Business Research*, 84: 312–326, 2018.
- Rowlinson, S. & Cheung, Y. K. F. Stakeholder management through empowerment: Modeling project success, const. *Const. Manage. Econ*, 26(6):611–623, 2008.
- Saunders, P., M.; Lewis & Thornhill, A. Research methods for business students. pearson education. 2009.
- Schneider, A. & Ingram, H. Behavioral assumptions of policy tools. *The journal of politics*, 52(2):510–529, 1990.
- Schriesheim, C. & Glinow, M. A. V. The path-goal theory of leadership: A theoretical and empirical analysis. *Academy of Management Journal*, 20(3):398–405, 1977.
- Sekaran, . B. R., U. Research methods for business: A skill building approach. john wiley sons. 2016.
- Sekran, U. Research methods for business: A skill building approach. 2003.
- Sharma, P. N. & Kirkman, B. L. Leveraging leaders: A literature review and future lines of inquiry for empowering leadership research. *Group Organization Management*, 40(2):193–237, 2015.
- Shenhar, A. J., Holzmann, V., Melamed, B., & Zhao, Y. The challenge of innovation in highly complex projects: What can we learn from boeing’s dreamliner experience? *Project Management Journal*, 47(2):62–78, 2016.

- Sicotte, H. & Langley, A. Integration mechanisms and r&d project performance. *Journal of Engineering and technology management*, 17(1):1–37, 2000.
- Sohmen, V. S. Leadership and teamwork: Two sides of the same coin. *Journal of IT and Economic Development*, 4(2):1–18, 2013.
- Tuuli, M. M. & Rowlinson, S. Performance consequences of psychological empowerment. *J. Constr. Eng. Manag.*, 135(12):1334–1347, dec 2009.
- Ul Ain Baig, N. & Waheed, A. Significance of factors influencing online knowledge sharing: a study of higher education in pakistan. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 10(1):1–26, 2016.
- Vaagaasar, A. L., Muller, R., & De Paoli, D. Project managers adjust their leadership: to workspace and project type. *Int. J. Manag. Proj. Bus.*, 13(2): 256–276, jul 2019.
- Wachs, J., Stern, H., Edan, Y., Gillam, M., Feied, C., Smith, M., & Handler, J. A real-time hand gesture interface for medical visualization applications. In *Applications of Soft Computing: Recent Trends*, pages 153–162. Springer, 2006.
- Wang, Z., Zaman, S., Rasool, S. F., Zaman, Q. u., & Amin, A. Exploring the relationships between a toxic workplace environment, workplace stress, and project success with the moderating effect of organizational support: Empirical evidence from pakistan. *Risk management and healthcare policy*, pages 1055–1067, 2020.
- Wen, J., Huang, S. S., & Teo, S. Effect of empowering leadership on work engagement via psychological empowerment: Moderation of cultural orientation. *Journal of Hospitality and Tourism Management*, 54:88–97, 2023.
- Williams, J. & McClure, M. The effects of teaching methods in leadership knowledge retention: An experimental design of lecture, experiential, and public pedagogy. *Journal of Leadership Education*, 9(2):86–100, 2010.
- Woo, C., Chung, Y., Chun, D., Han, S., & Lee, D. Impact of green innovation on labor productivity and its determinants: An analysis of the korean manufacturing industry. *Business Strategy and the Environment*, 23(8):567–576, 2014.

- Yukl, G., Gordon, A., & Taber, T. A hierarchical taxonomy of leadership behavior: Integrating a half century of behavior research. *Journal of leadership & organizational studies*, 9(1):15–32, 2002.
- Zahra, S., Ireland, D., & Hitt, M. International expansion, technological learning, and new venture performance. *Academy of Management Journal*, 43(5):925–950, 2000.
- Zhang, X. Linking empowering leadership and employee creativity: the influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Dev. Learn. Organ. Int. J.*, 24(5), 2010.
- Zhang, X. & Zhou, J. Empowering leadership, uncertainty avoidance, trust, and employee creativity: Interaction effects and a mediating mechanism. *Organizational behavior and human decision processes*, 124(2):150–164, 2014.
- Zhou, X. & Yao, B. Social support and acute stress symptoms (asss) during the covid-19 outbreak: deciphering the roles of psychological needs and sense of control. *European journal of psychotraumatology*, 11(1):1779494, 2020.
- Zhu, J. & Mostafavi, A. Discovering complexity and emergent properties in project systems: A new approach to understanding project performance. *International journal of project management*, 35(1):1–12, 2017.

Appendix

5.8 Questionnaires

Dear Participant,

I am a student of MS degree and currently researching the topic of one of my potential respondents and am requested to take five minutes of your busy schedule to fill out this questionnaire. Data is being captured anonymously and will be kept confidential. Responses will be used strictly for academic purposes and if you are interested to know the findings, you may contact the undersigned. Moreover, your identity will not be disclosed to anyone and the data will be summarized on a general basis only. Please note that your participation in this study is completely voluntary. Please feel free to decline if you do not want to participate for any reason. Please read the instructions carefully and answer all the questions. There are no “trick” questions, so please answer each item as frankly and as honestly as possible. It is important that all the questions be answered. I once again thank you for your assistance and cooperation in this scientific endeavor. Sincerely,

Research Scholar:

Wosqa Nisar

bnisaar@gmail.com

Department of Management Sciences

Faculty of Management Social Sciences

Islamabad - 44000Islamabad Expressway, Kahota Road,

Islamabad - 44000

Demographic Profile	Male	Female	Prefer not to say	
Gender				
Age	20-25	26-35	36-45	46 or above
Qualification	Bachelors	Masters/MS	Other	

Please indicate your response by circling the number that best describes how you feel about the statement

Empowering Leadership by (Capaldo, Capone, Babiak, Bajcar, & Kuchta, 2021)

S. No.	Statement	SD	D	N	A	SA
1	My manager helps me to understand how my objectives and goals relate to that of the company.	1	2	3	4	5
2	My manager helps me to understand how my job fits into the bigger picture.	1	2	3	4	5
3	My manager makes many decisions together with me.	1	2	3	4	5
4	My manager often consults me on strategic decisions.	1	2	3	4	5
5	My manager asks for my opinion on decisions that may affect me.	1	2	3	4	5
6	My manager believes that I can handle demanding tasks.	1	2	3	4	5
7	My manager allows me to do my job in my way.	1	2	3	4	5
8	My manager allows me to make important decisions quickly to satisfy customer needs.	1	2	3	4	5

Project Success by (Aga, Noorderhaven, & Vallejo, 2016)

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

Knowledge Sharing by (Park & Lee, 2014).

S. No.	Statement	SD	D	N	A	SA
1	We share the minutes of meetings or discussion records in an effective way.	1	2	3	4	5
2	We always provided technical documents, including manuals, books, and training materials to each other.	1	2	3	4	5
3	We shared project plans and the project status in an effective way.	1	2	3	4	5
4	We always provided know-where or know-whom information to each other in an effective way.	1	2	3	4	5
5	We tried to share expertise from education or training in an effective way.	1	2	3	4	5
6	We always shared experience or know-how from work in a responsive and effective way.	1	2	3	4	5

Psychological Ownership by (Kohn, 2018).

S. No.	Statement	SD	D	N	A	SA
1	I feel I need to share my ideas from being used by others in an organization for the success of a project.	1	2	3	4	5
2	I feel that people I work with in my organization should not invade my workspace.	1	2	3	4	5
3	I feel I have to tell colleagues in an organization to share the information with others from projects that are mine.	1	2	3	4	5
4	I feel that the knowledge that I shared is MINE.	1	2	3	4	5
5	I feel a very high degree of personal ownership for my Knowledge materials.	1	2	3	4	5
6	I sense that the coursework prep I do as part of my job is MINE.	1	2	3	4	5
7	I feel a very high degree of personal ownership for the teaching-related work that I do.	1	2	3	4	5

Empowering Climate by (Castillo, 2022).

S. No.	Statement	SD	D	N	A	SA
1	My coach has given players different alternatives and options	1	2	3	4	5
2	My coach encouraged players to try new skills	1	2	3	4	5
3	Whatever happens, we always have the coach's support	1	2	3	4	5
4	My coach substitutes players when they make mistakes.	1	2	3	4	5
5	My coach is less friendly with players if they do not see things his/her way.	1	2	3	4	5