

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



**Impact of Perceived Overqualification on
Individual Performance in Project Teams with
the Mediating Role of Job Dissatisfaction and
Moderating Role of Empowering Leadership**

by

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

in the

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

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I dedicate my work to my teachers and family, who helped me and guided in every field of life



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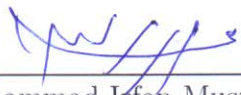
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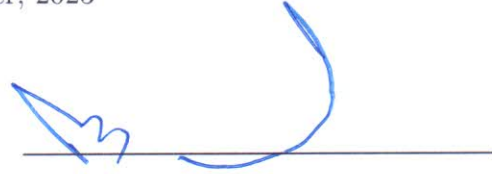
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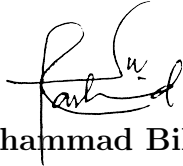
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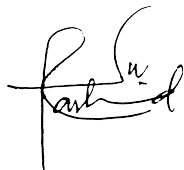
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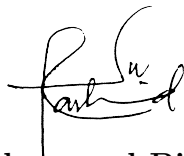
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(**Muhammad Bilal Rashid**)

Abstract

It is acknowledged by the researchers that the effect of perceived overqualification on individual performance is a subject of utmost importance. Individuals who believe they are overqualified may experience a variety of emotional responses, including frustration, demotivation, and job dissatisfaction. This study sought to provide a more comprehensive understanding of how employees feeling of perceived overqualification can affect individual performance through the mediating role job dissatisfaction and moderating effect of empowering leadership. Data was collected from 396 project team members physically working in a Pakistani Public project based organization adopting the convenience sampling technique This research was based on relative deprivation theory The findings show that team members having perceived overqualification have a significant impact on individual performance and job dissatisfaction indirectly mediates the relationship of two variables and also moderating effect of empowering leadership enhances individual performance of team members. The limitation and future directions are also discussed. The research contributed theoretically and managerially as well by opening new avenues for further research.

Keywords: Team member's Perceived Overqualification, Individual Performance, Job Dissatisfaction, Empowering Leadership

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Abbreviations

DV	Dependent variable
EL	Empowering Leadership
IP	Individual Performance
IV	Independent Variable
JD	Job Dissatisfaction
POQ	Perceived Overqualification
SD	Standard Deviation

Chapter 1

Introduction

1.1 Background

When an individual perceives that their level of training, expertise, knowledge, and skills surpasses the job requirements, it is referred to as perceived overqualification (Chambel et al., 2021; Erdogan and Bauer, 2009). According to Maynard and Parfyonova (2013), Perceived Overqualification is a psychological phenomenon that occurs when individuals believe that they possess qualifications, skills, or educational backgrounds that are beyond what is necessary for their current job or position.

It is critical to recognize that employees nowadays search for firms that promote diversity in the context of team building in project management. At the same time, the global work market has undergone tremendous change in recent years, and people are finding it difficult to land positions that match their credentials and feel as though they possess more knowledge, skills, and talents than are necessary. This inclination is known as perceived overqualification (POQ). It can negatively affect organizational performance, reduce job satisfaction, and increase the likelihood of considering leaving the company (Erdogan and Bauer, 2009).

Team building plays a pivotal role in project management as it fosters productive teamwork, enhances communication, and nurtures trust among team members. Numerous studies underscore the significance of team building in management,

emphasizing its profound impact on worker productivity and job satisfaction (Pollock and Matous, 2019). However, in contemporary work environments, there is a prevalent issue known as perceived overqualification (POQ), wherein employees believe that their education, skills, and capabilities exceed the requirements of their current roles (Maynard et al., 2015). This phenomenon has garnered substantial attention from researchers due to its potential to cause frustration and disengagement among project managers and team members, further highlighting the importance of effective team building initiatives (Erdogan and Bauer, 2021).

The level at which individuals perceive their effectiveness in achieving their goals is termed as job satisfaction. This is acknowledged as the foremost gauge of sustained career achievement. The assessment of employees' performance plays a role in shaping their prospective advancement within the company.

These extra qualifications may make employees aware of the mismatch between their skills and the job requirements, which can result in reduced job satisfaction and emotional commitment, as per Maynard and Parfyonova (2013); Chambel et al. (2021). Additionally, Erdogan et al. (2011) suggest that these qualifications may also lead to heightened feelings of relative deprivation. The relationship between perceived overqualification and both individual and project performance may be mediated by job dissatisfaction. Employees who think they are overqualified for their current position might feel their skills and abilities aren't being used or valued. Frustration and unhappiness may result from this, which may then lower motivation and performance (Arvan et al., 2019; Bushman et al., 1996; Chambel et al., 2021).

One of the most important metrics for assessing organizational performance is job performance, which can be accessed through individual performance (Wall et al., 2004). Iaffaldano and Muchinsky (1985); Kahya (2009) suggested that job performance consists of a set of employee behaviors that can be measured, observed, and evaluated in terms of success at the individual level. Once employees execute a goal, job performance is determined by quality and quantity, according to Petty et al. (1984). Numerous studies have been done to investigate techniques of boosting employee performance because of its significance (Biswas et al., 2006; Kahya, 2009). Peterson and Van Fleet (2004) defined job performance as the level

of quality and quantity attained by people or groups when completing a task. [Ramos-Villagrasa et al. \(2019\)](#) assert that the execution of organizational plans depends on the efficient management of individual performance.

According to [De Clercq et al. \(2018\)](#), Empowering Leadership involves empowering team members to take ownership of their work, providing them with opportunities to contribute to decision-making processes, and valuing their opinions.

Employees may feel more fair and equitable under this leadership approach, which can lessen feelings of relative deprivation and boost job satisfaction ([Alfes et al., 2016](#)). According to [Ma \(2016\)](#); [Huang et al. \(2006\)](#) empowering leadership could potentially mitigate the adverse impacts of perceived overqualification on individual performance by giving staff members opportunities to put their skills and abilities to use in meaningful ways . Empowering leadership can play a role in cultivating a sense of meaning and satisfaction among employees through their active participation in decision-making processes and allowing them to contribute to the organization's goals and objectives, which may in turn boost motivation and performance ([Coffeng et al., 2023](#)).

Studies have indicated that perceived overqualification can lead to adverse outcomes for both employees and organizations, such as decreased job satisfaction, lowered motivation, and decreased performance ([DeNisi and Pritchard, 2006](#); [Wu et al., 2022](#)). Overall, the theoretical background suggests that perceived overqualification can have negative consequences for individual performance in the workplace. However, the negative effects may be mediated by job dissatisfaction and moderated by leadership styles, particularly Empowering leadership. In order to fully understand the impact of perceived overqualification on individual performance within project teams, it is crucial to consider the role of leadership, team building, employees' internal interaction with each other.

According to [Huang et al. \(2006\)](#), the effectiveness of employees may be affected less by perceived overqualification when a leader uses Empowering leadership. Therefore, it is suggested that Empowering leadership reduces the feelings of dissatisfaction, make employees feel valued rather than ignored, and ultimately increase individual performance and project performance.

1.2 Research Gap

Despite growing knowledge of the impact of POQ on both individual and organizational outcomes, there is still a sizable research gap when it comes to analyzing the impact of perceived overqualification on individual performance within the specific context of project teams. While other studies focused on how perceived overqualification affects job satisfaction and resigning intentions, few studies specifically examined the effect of perceived overqualification on individual performance within project teams (Dar et al., 2022; Majeed et al., 2023). When assembling a project management team, one should take into account how perceived overqualification influences employee performance. The motivation, cooperation, and involvement of project team members may suffer if they feel overqualified for their positions. This could ultimately lead to less successful project outcomes (Khassawneh et al., 2022).

The literature has paid little attention to the moderating role that empowering leadership plays in the relationship between perceived overqualification and individual performance within project teams (Amira and Febrianti, 2022; Balkin and Werner, 2023). The literature still needs empirical support. Team members are given the freedom to own their work and take part in decision-making as part of empowering leadership.

While further research is required to substantiate this hypothesis, there is a potential that empowering leadership has the capability to alleviate the detrimental consequences of perceived overqualification on individuals' performance within project teams (DeNisi and Pritchard, 2006). This aspect still requires investigation within the framework of project management. Further research is necessary to address these knowledge gaps and provide a more in-depth understanding of how perceived overqualification affects individual performance within project teams, as well as the potential ability of empowering leadership to mitigate its negative effects.

To address this gap, it is crucial to delve deeper into the unique dynamics of project teams and how perceived overqualification may influence not only individual performance but also team dynamics and project outcomes. This research

could provide valuable insights into optimizing team composition and maximizing the potential benefits of diverse skill sets within project teams.

1.3 Problem Statement

While many organizations strive to recruit highly qualified employees, research suggests that employees who perceive themselves as overqualified may experience negative job attitudes, such as job dissatisfaction, which can ultimately lead to lower individual performance.

Despite the overall negative consequences of perceived overqualification, there is still much to be investigated that how this phenomenon impacts individual performance, and what factors may help to mitigate its negative effects. This lack of understanding is particularly problematic in the context of project management, where team dynamics and individual performance are critical to project success.

Therefore, there is a need to investigate the impact of POQ on individual performance in the context of project management, and to identify factors, such as Empowering leadership, that may help alleviate the negative effects of POQ on individual performance.

By addressing these gaps in the literature, this proposed research aims to provide insights that can inform effective strategies for managing perceived overqualification in project teams, and ultimately enhance individual and team performance.

1.4 Research Questions

Given the identified issues, aligning with previous research and supported by existing theory, the primary aim of this study is to address the following questions:

Research Question 1:

Does perceived overqualification affect the individual performance?

Research Question 2: Does perceived overqualification affect the job dissatisfaction of individual?

Research Question 3: Does job dissatisfaction serve as a mediator between perceived overqualification and personal performance?

Research Question 4: Whether perceived overqualification, job dissatisfaction, and individual performance are correlated, does empowering leadership moderate this relationship?

This aim of this study is to provide a thorough understanding of the effects of POQ on IP within project teams, as well as the potential mitigating role of Empowering leadership, by examining these novel research questions.

Project managers, human resource specialists, and organizational leaders who want to create high-performing project teams in a fast-paced, cutthroat business environment find this study's findings useful.

1.5 Objectives of the Study

The objective of this study is to investigate and analyze how the perception of being overqualified (POQ) influences the individual performance (IP) of employees, consequently impacting the overall performance and success of projects.

The frameworks of Equity theory and Relative deprivation theory emphasize that an employee's sense of being overqualified is linked to a decrease in employee performance and leads to job dissatisfaction (JD).

This relation can be mediated by Empowering leadership style(EL) who empowers employees and includes them in decision making. When an empowering leader supports overqualified employees, their professional identities are elevated.

The current study's research goal is to examine the relationships between the various factors in light of anticipated team development and performance. The current study also intends to determine the interrelationships between all the factors (perceived overqualification, individual Performance, work discontent, and empowering leadership).

Additionally, the strength of the relationship between IP and POQ was determined using empowering leadership as a potential major moderator.

The current investigation's goal is:

Research Objective 1:

To analyze and discuss how perceived overqualification affects team performance at the individual level.

Research Objective 2:

To analyze and discuss how job dissatisfaction mediates the association between perceived overqualification and individual performance.

Research Objective 3:

To analyze and discuss how empowering leadership affects the link between individual performance on project teams and perceived overqualification.

Research Objective 4:

To analyze and discuss the precise mechanisms by which Empowering leadership might lessen the detrimental effects of perceived overqualification on team members' performance.

Research Objective 5:

To analyze and discuss how project managers and organizational leaders can manage and take advantage of the difficulties caused by perceived overqualification within project teams, in order to foster both individual and team success.

This study's ultimate objective is to contribute to the existing literature on POQ and IP within project teams, and to provide actionable insights that can help organizations build and manage high-performing project teams. By achieving these objectives, this study addresses an important gap in the literature and provide a foundation for future research in this area.

1.6 Significance of the Study

People working in positions where they feel overqualified are becoming more commonplace around the world, at least in part due to the influx of college graduates and the rapid growth of service sector occupations (Khan et al., 2022).

The situation in Pakistan is similar to that in other developing nations in that project failures are frequent. Lack of consideration for the crucial variables listed below, such as affective individual wellness, empowerment, individual motivation, job engagement, the need for achievement, etc., may result in poor individual performance, which in turn contributes to Pakistan's project failures (Debus et al., 2023; Liu and wang, 2012). It is critical to recognize that today's employees seek out companies that value diversity when discussing team building in project management. When compared to underdeveloped countries, the success rate of projects in industrialized nations is significantly higher.

Team members with high achievement are more concerned about the group's performance. and teams with high levels of accomplishment motivation can more effectively solve complicated problems. Recent years have seen a substantial increase in projects worldwide, in both the public and commercial sectors. Organizations are forced to shorten the completion time to survive as a result of this increase. Today, project management has emerged as a discipline to solve project implementation issues. Human resource is one of the most crucial resources for every project, and its success depends entirely on it. To complete projects within a given timeframe, each project team member must perform well individually.

The goal of this study is to examine the connection between project managers' management, oversight, and individual team member performance in project-based companies. This study's findings could be helpful to managers and organizations because they shed light on how project managers' guidance affects project team members' motivation and demonstrate how managers' abilities in this area may enhance the performance of the project team members individually. There is little research on project managers' guidance as a potential precursor of project team members' individual learning and performance.

Here, the potential constructs include individual satisfaction, motivation, and need for accomplishment. Literature on individual performance while working in a team has received little attention in the project management field. Similar to other emerging and industrialized nations, Pakistan has seen a considerable increase in the number of projects, and this study is being planned in the context of Pakistani project-based organizations.

This study is helpful because increased individual performance immediately adds to a higher project success rate, as does the impact of Empowering leadership makes subordinates empowered by incorporating them in decision-making process. Therefore, understanding the impact of project managers'/supervisors' leadership on project team members' individual performance which ultimately contributes to the project's success is beneficial for academics and practitioners.

1.7 Supporting Theory

Numerous scholars have developed diverse perspectives to underpin research on perceived overqualification, job dissatisfaction, and individual performance within globally relevant organizations. The variables mentioned above align with the concepts of the Relative Deprivation Theory.

1.7.1 Relative Deprivation Theory

According to [Crosby \(1976\)](#), when people compare their current circumstances to those of a reference group, they may feel deprived or unfairly treated. The theory asserts that employees who perceive themselves to be overqualified in comparison to their coworkers may experience a sense of deprivation if they think their talents and skills are not being fully utilized or appreciated.

Employees may experience job dissatisfaction as a result of this feeling of relative deprivation because they may believe that they are not being given the chance to use their full potential and that their contributions are not valued. Their motivation and engagement may be further impacted by this dissatisfaction, resulting in decreased performance and productivity, as mentioned by [Ramos-Villagrasa et al. \(2019\)](#).

According to the theory of relative deprivation, POQ may result in unfavorable outcomes like job dissatisfaction, but these effects can be mitigated by empowering leadership, which can make workers feel more valued and less deprived ([Nassehi et al., 2023](#)).

Overqualification is perceived as a type of mismatch between individuals and their job roles (Khan et al., 2022). Relative deprivation refers to a sense of unfairness that employees experience when they perceive themselves as overqualified for their positions. Following the principles of the relative deprivation theory, individuals consider something desirable when they believe they deserve it, and if they don't attain it, they experience a sense of deprivation (Huseman et al., 1987). Employees who feel overqualified have unfulfilled expectations, and they believe they merit a more advanced career than their current one (Crosby, 1976). This situation leads to diminished motivation and engagement.

Theory of relative deprivation also contends that elements like Empowering leadership can mitigate the detrimental effects of perceived over qualification. By involving them in decision-making and valuing their opinions, empowering leaders give their team members a sense of control and ownership over their work, which may lessen the feeling of relative deprivation (Walker and Pettigrew, 1984).

By doing so, Empowering leadership may help to promote a sense of fairness in how employees' perceptions of their work environment and social comparisons with others can affect their attitudes and behaviors in a variety of domains, including work and organizations (De Menezes and Kelliher, 2017).

Relative Deprivation theory can provide a useful framework for understanding the possible effects of POQ on IP within project teams, and the potential moderating role of EL. Therefore, the present study deeply investigates mechanism that underlies the influence of perceived overqualification (POQ) on IP, drawing from the principles of the relative deprivation theory.

Chapter 2

Literature Review

2.1 Literature Review

This review aims to provide an overview of the literature on perceived overqualification of project team members, including its antecedents, consequences, mediators and moderators.

2.1.1 Perceived Overqualification of Team Members

Perceived overqualification (POQ) is a phenomenon that has received increasing attention in the context of project management in recent years. It refers to the subjective perception of workers who believe their abilities, knowledge, and skills go beyond what is necessary for their current job tasks (Khan et al., 2022). Perceived overqualification is a complex phenomenon that can have both positive and negative consequences for project teams. It is influenced by several antecedents, including job insecurity, educational level, and job characteristics. The consequences of perceived overqualification include job dissatisfaction, lower levels of organizational commitment, and negative team dynamics.

Several factors have been identified as predictors of POQ among project team members. One such factor is job insecurity, which has been found to increase the likelihood of perceiving oneself as overqualified (Wu et al., 2022). Another predictor is educational level, because people with more education may feel like

they are overqualified for their current position (Dirks and Skarlicki, 2009). Finally, job characteristics such as low job autonomy and low task significance have also been linked to perceived overqualification (Hu et al., 2015).

It has been determined that a number of variables moderate the relationship between POQ and its effects. One such moderator is job complexity, as individuals who perceive themselves as overqualified may experience less job complexity, leading to decreased engagement (Chen et al., 2021). Another moderator is age, as older workers may be more likely to feel overqualified due to their years of experience (Kim et al., 2021). Finally, it has been discovered that team support can mitigate the detrimental effects of POQ on job satisfaction and intention to leave the company (Maynard and Parfyonova, 2013).

Project teams may experience both positive and negative effects from perceived overqualification. On the plus side, people who feel overqualified might be more likely to take initiative and look for new opportunities to advance their skills (Wu et al., 2022).

However, on the negative side, perceiving oneself as overqualified can have adverse effects, including generating job dissatisfaction, reducing organizational commitment, and elevating intentions to leave the current position (Liu and wang, 2012). Additionally, perceived overqualification can have negative effects on team dynamics, such as decreased trust and communication among team members (Erdogan and Bauer, 2009).

2.1.2 Individual Performance of Project Team Members

The achievement of a project's success relies heavily on the individual contributions of its team members. This pertains to each team member's skill in accomplishing their tasks with both efficiency and effectiveness, as well as their capacity to actively contribute to the attainment of project objectives. In this literature review, various studies have been investigated that have examined the individual performance (IP) of project team members, including factors that influence it and strategies for improving it. A study by Bass (1987) found that team members with higher levels of skill and knowledge performed better than those with lower

levels. Another study conducted by [Brinsfield \(2013\)](#), it was found that team members displaying high levels of motivation outperformed their less motivated counterparts.

The study also discovered that extrinsic motivation, which stems from rewards received from outside sources, was a less significant predictor of performance than intrinsic motivation, which comes from within the individual.

According to study by [Hu et al. \(2015\)](#), team members who had positive relationships with their peers and felt supported by their team outperformed those who did not. Likewise [Ali et al. \(2022\)](#) found that team members who had a common understanding of their roles and goals performed better than those who did not. Strategies for improving individual performance include providing opportunities for collaboration and knowledge sharing, recognition and rewards, and creating a culture of continuous learning.

By understanding these factors and implementing effective strategies, project managers can improve the individual performance of their team members, which can ultimately contribute to the success of the project.

In a study by [De Gieter and Hofmans \(2015\)](#), it was discovered that team members were more motivated to keep up their good performance when they received praise and rewards for it. This is so that intrinsic motivation can be increased. Recognition and rewards can give people a sense of achievement and validation.

The individual performance of project team members is influenced by various factors, including task interdependence, task complexity, and team diversity. Although task interdependence may be advantageous for easier tasks, autonomy is more crucial for difficult tasks.

According to [De Menezes and Kelliher \(2017\)](#) autonomy has a favorable impact on how well a person performs on difficult tasks. This occurs due to the requirement for creative thinking and effective problem-solving skills, which are enhanced by individual autonomy, particularly in intricate tasks.

Granting team members, the liberty to determine their approach and methods offers them autonomy when facing challenging assignments. While providing guidance and resources, allowing team members to apply their practical judgment and

creativity in devising solutions is vital. Moreover, entrusting team members with accountability for their work and outcomes proves beneficial.

Extrinsic rewards and recognition can be beneficial in addition to intrinsic motivation for engagement and performance. In a meta-analysis conducted by [Li et al. \(2005\)](#), it was revealed that individual performance can be enhanced through rewards and acknowledgment. Providing bonuses, promotions, and various incentives for outstanding performance serves as a way to recognize and reward accomplishments. Publicly praising team members for their contributions and achievements also plays a significant role in this process.

The individual performance of project team members is influenced by various factors, including skill and knowledge, motivation, and team dynamics. Strategies for improving individual performance include providing training and development opportunities, feedback and coaching, and creating a positive team culture.

In a study by [Kahya \(2009\)](#), it was determined that team performance can be positively impacted by team diversity.

However, to fully harness these advantages, effective communication and adept conflict management are imperative. [Loo \(2002\)](#) study discovered that training and development programs can enhance team members' abilities and knowledge, which in turn can enhance their performance.

2.1.3 Job Dissatisfaction Among Project Team Members

Job dissatisfaction (JD) is a widespread problem in organizations that can impair project success by causing decreased productivity and higher employee turnover. Project managers must comprehend the causes and effects of job dissatisfaction in order to implement practical solutions to reduce it. The causes, effects, and potential remedies for project team members' job dissatisfaction are examined in this section.

Numerous elements can contribute to dissatisfaction with one's job among project team members. These include subpar leadership, insufficient resources, a dearth of autonomy, restricted career growth opportunities, and an inadequate balance

between work and personal life. It is important for project managers to identify the factors contributing to job dissatisfaction and develop strategies to address them.

This literature review investigated the various factors contributing to job dissatisfaction among project team members and the potential solutions to mitigate them. Studies has shown that ineffective communication, lack of support, and inconsistent decision-making by project managers can lead to poor leadership, causing job dissatisfaction (Zhang et al., 2022).

Additionally, inadequate resources such as time, staff, and budget can lead to increased workloads and stress, resulting in dissatisfaction (Grossi and Berg, 1991). Lack of autonomy and micromanagement can create a sense of disempowerment and frustration among team members, adding to their dissatisfaction (McHugh et al., 2011). Job dissatisfaction can stem from restricted chances for career advancement and an unfavorable equilibrium between work and personal life. These factors can subsequently result in burnout and elevated rates of employee turnover as suggested by Daileyl and Kirk (1992); Nassehi et al. (2023).

Job dissatisfaction among project team members can have significant negative consequences, including decreased productivity, increased employee turnover, negative workplace atmosphere, and reduced innovation. Studies has shown that job dissatisfaction can lead to decreased motivation and productivity among team members, ultimately affecting project success (DeNisi and Pritchard, 2006).

Dissatisfied team members are also more likely to leave the project or the organization, leading to increased recruitment and training costs (Croon et al., 2002). Job dissatisfaction can create a negative workplace atmosphere, impacting team morale and collaboration (Cohen et al., 2013). Ultimately, job dissatisfaction can result in diminished creativity and decreased innovation within the project team (Alzghoul et al., 2018).

Studies shows that effective communication between project managers and team members can mitigate confusion and increase job satisfaction (Balkin and Werner, 2023). Providing team members with decision-making power and autonomy can also increase job satisfaction and motivation (DeNisi and Pritchard, 2006).

As indicated by [Azeem et al. \(2020\)](#), the provision of chances for career progression, training, and honing of skills can enhance job satisfaction and diminish employee turnover. Furthermore, fostering a supportive work atmosphere that promotes a harmonious work-life balance can amplify job satisfaction and alleviate burnout, as noted by [Kanai-Pak et al. \(2008\)](#).

In conclusion, providing competitive compensation and acknowledging exemplary performance can heighten job satisfaction and lessen employee turnover, in accordance with research by [Croon et al. \(2002\)](#).

Project success is largely dependent on job satisfaction of project team members. [Rego et al. \(2007\)](#) says that Job dissatisfaction can lead to decreased productivity, increased employee turnover, negative workplace atmosphere, and reduced innovation.

Various elements can contribute to the discontentment of project team members with their jobs, encompassing inadequate leadership, a scarcity of autonomy, restricted avenues for career growth, insufficient compensation, and an unfavorable equilibrium between work and personal life ([Aryee et al., 2002](#); [Spreitzer, 1995](#)).

To mitigate job dissatisfaction and improve project success, there are several solutions that project managers can adopt. Effective communication between project managers and team members can minimize confusion and increase job satisfaction [Aryee et al. \(2002\)](#).

Project managers hold a pivotal role in addressing these factors to enhance the job contentment, productivity, and retention of team members. By fostering effective communication, providing support, and ensuring consistent decision-making, project managers can enhance leadership qualities and augment job satisfaction.

Ensuring sufficient resources such as time, staff, and budget can alleviate stress and workloads, resulting in heightened job satisfaction. Allowing autonomy and refraining from excessive control can cultivate a sense of empowerment and authority, contributing to increased job satisfaction.

Moreover, offering opportunities for career growth and enhancing work-life equilibrium can further elevate job satisfaction and curtail employee turnover. Thus, it is of paramount importance for project managers to tend to these factors in order

to foster a positive work environment that fosters job contentment and efficiency among team members.

2.1.4 Empowering Leadership in Project Teams

In this literature review, it was investigated that how empowering leadership (EL) helps in team building especially in the context of project management. Empowering leadership is a leadership approach that involves giving employees autonomy, opportunities for growth and development, and involving them in decision-making processes. Within project teams, leadership that empowers has the potential to enhance team member engagement, motivation, and contentment, thereby resulting in elevated levels of performance and productivity.

Studies have indicated that Empowering leadership yields favorable outcomes in fostering team cohesion across diverse scenarios. For example, research conducted by [Mustafa et al. \(2022\)](#) demonstrated that within the realm of construction project management, Empowering leadership wielded a notable and affirmative influence on team building. The study's authors highlighted that Empowering leadership played a role in cultivating trust, communication, and mutual respect among team members, thereby contributing to the process of team building.

Using the example of product development teams, [Hu and Liden \(2011\)](#) conducted a study to examine the function of empowered leadership in team building. The research revealed a positive correlation between Empowering leadership and team building, with team trust and communication identified as mediators in this association. The authors came to the conclusion that empowered leadership can aid in team building by encouraging open communication, shared decision-making, and a sense of shared responsibility among team members.

Examining software development projects, a study conducted by [Huang et al. \(2006\)](#) investigated the impact of Empowering leadership on team building. The study revealed that Empowering leadership exhibited a constructive influence on team building within this context. Furthermore, team communication and job satisfaction were identified as mediating factors in this relationship. By encouraging a sense of involvement and empowerment among team members, the authors

came to the conclusion that Empowering leadership can aid in the promotion of team building.

Empowering leaders typically assign tasks and provide constructive criticism. They ensure transparency so that every member of the team understands how their role fits into the bigger picture and can contribute to better results. Empowering leadership encourages collaboration by emphasizing individual accountability and working together to find solutions rather than blaming others when problems arise (Zhang and Bartol, 2010).

One important factor of empowering leadership is ensuring the satisfaction of the workforce. This type of leadership approach is often influenced by participation strategies and project culture, as noted by Cai et al. (2021).

Empowering leadership is an effective way to foster team creativity and innovation, as it encourages team members to freely share their ideas, perspectives, and insights. According to Odoardi et al. (2019) this leadership style can help create a work environment where everyone feels valued and supported, leading to increased collaboration and better outcomes. Similarly Huang et al. (2006) discovered that effective leadership is positively correlated with employee motivation, satisfaction, and engagement—all of which are crucial elements of team building.

Goetz and Wald (2022) stated that empowering leadership has the potential to enhance team member satisfaction, trust, and respect, which are all crucial aspects of team building.. According to the study, Empowering leadership can promote open communication, feedback, and conflict resolution, which can improve team performance and effectiveness.

By involving team members in decision-making processes and valuing their opinions, empowering leaders can give their team members a sense of control and ownership over their work, which may lessen the feeling of relative deprivation (Crosby, 1976). Studies have demonstrated that the influence of empowering leadership can yield beneficial effects on outcomes among team members within project teams.

To illustrate, research conducted by Alzghoul et al. (2018) identified a positive correlation between empowering leadership and team member creativity and innovation. Correspondingly, a study by Zhang and Bartol (2010) revealed a positive

link between empowering leadership and team member proactive behavior.

Overall, these studies suggest that Empowering leadership is an effective leadership style for team building in project management. Empowering leadership can be an effective approach for project team leaders to improve team member engagement, motivation, and satisfaction, leading to higher levels of performance and productivity. By providing team members with opportunities for growth and development, involving them in decision-making processes, and valuing their opinions, empowering leaders can create a more inclusive and positive work environment for their team members.

2.2 Hypothesis Development

2.2.1 Employees Perceived Overqualification and Individual Performance

Individual performance and perceived overqualification are related, and various mechanisms have been proposed to explain this relationship. The relative deprivation theory is one such mechanism, which postulates that overqualified employees may encounter a discrepancy between their actual and desired level of job responsibilities and thus may not be fully engaged in their work.

Another mechanism is the equity theory [Huseman et al. \(1987\)](#), which contends that overqualified workers may encounter negative social identity threats and might as a result be less motivated to perform.

According to this theory, overqualified employees may experience a mismatch between the level of job responsibilities they actually have and the level they would like to have, which could cause disengagement and lower motivation.

This can be particularly damaging if the employee is unable to find alternative ways to use their skills and knowledge. In such cases, the employee may become demotivated and less committed to their job, leading to a decline in their overall job performance [Alfes et al. \(2016\)](#). Numerous studies have suggested a conflict between POQ and IP. For instance, in a study by [Judge et al. \(2001\)](#) it was

revealed that perceived overqualified employees exhibit lower job satisfaction, lower organizational commitment, and lower performance. In another study, [Gong et al. \(2021\)](#) found that POQ negatively impacted task execution, citizenship behavior. In a meta-analysis by [Chambel et al. \(2021\)](#) it was revealed that POQ has a negative effect on work attitudes, job performance, and job satisfaction. These results imply that POQ may undermine employee engagement and motivation, resulting in lower levels of individual performance. When employees believe they are overqualified, they may have lower motivation and engagement in their work, which can lead to lower performance ([Zhang et al., 2022](#)).

Employees who feel overqualified may feel that their work is not challenging enough, which can reduce motivation and effort, which can result in lower performance levels ([Debus et al., 2023](#)). POQ can cause boredom and dissatisfaction: Employees who feel overqualified may have emotions of boredom and unhappiness with their employment, resulting in lower job satisfaction and performance ([Wall et al., 2004](#)). Employees who feel overqualified may disconnect from their work and become less engaged to their firm, resulting to lower performance ([Hu et al., 2015](#)). According to pinned theory, there is a considerable relation between employees' opinions of their perceived overqualification and their individual performance at work.

H1: Employees Perceived Overqualification is significantly related with Individual Performance

2.2.2 Individual's Perceived Overqualification and Job Dissatisfaction

Numerous organizations engaged in intricate projects depend on project teams as their fundamental structure. These teams consist of individuals possessing diverse skills and specialized knowledge to effectively accomplish tasks. It's not uncommon for team members to experience a sense of being overly capable for their designated roles.

When an individual perceives their competencies, skills, or expertise as surpassing the demands of their job, they are considered to be in a state of overqualification.

This phenomenon has been associated with job dissatisfaction, intentions to leave, and subpar job performance. Here we are investigating the connection between an individual's perceived overqualification and their level of work dissatisfaction within project team settings.

Employees that are overqualified may feel underutilized, leading to work discontent and decreased enthusiasm. Few studies have been done to look into the relationship between POQ and JD. [Croon et al. \(2002\)](#) discovered that overqualified employees have lower job satisfaction and higher emotional weariness. Similarly ([Grossi and Berg, 1991](#)) discovered that overqualified personnel are more likely to face a lack of job resources, which results in higher levels of job dissatisfaction.

In project teams, perceived overqualification has a significant negative impact on job satisfaction. Project teams are frequently made up of people with varying levels of expertise and experience. As a result, some team members may believe they are overqualified for their roles, leading to poorer job satisfaction.

[Eliyana et al. \(2019\)](#) and [McHugh et al. \(2011\)](#) investigated the relationship between POQ and JD among project team members in a study. The data showed that POQ is inversely related to JD among project team members. According to the authors, employment dissatisfaction among project team members is caused by limited autonomy, a lack of opportunities for skill development, and limited decision-making authority. Research conducted by [Liu et al. \(2015\)](#) and [Debus et al. \(2023\)](#) indicated that the association between perceived overqualification and job dissatisfaction exhibited more prominence in roles characterized by lower complexity. Additionally, the interaction between perceived overqualification and job dissatisfaction can be influenced by organizational elements.

POQ can have a detrimental impact on job satisfaction. When people feel overqualified for their work, they may feel underutilized, which leads to lower levels of job satisfaction ([Goetz and Wald, 2022](#)). Furthermore, team members who believe they are overqualified may believe that their skills and abilities are underutilized, leading to a lack of engagement and motivation ([Lin et al., 2020](#)).

This negative impact of POQ on job satisfaction might be especially damaging in project teams. Perceived overqualification is a prevalent issue among project

team members. The phenomenon has been linked to reduced job satisfaction and increased turnover intention.

This literature review investigated the link between project team members' perceived overqualification and their level of job dissatisfaction. The analysis highlighted various factors that impact the correlation between perceived overqualification and job dissatisfaction, encompassing leadership approach, job intricacy, and organizational aspects.

Therefore, the hypothesis is that there is a significant relationship between Individual's Perceived Overqualification and Job Dissatisfaction of project team members. In other words, individuals within a team who view themselves as excessively qualified for their positions are prone to encountering job dissatisfaction, resulting in unfavorable implications for the overall project team. This negative impact can lead to decreased motivation and productivity, increased turnover rates, and ultimately, negative consequences for project success.

Research has demonstrated a positive relationship between POQ and turnover intention, which lends support to this idea (Lee, 1988). Team members may look for opportunities elsewhere that better match their abilities and credentials if they feel overqualified and underutilized, which results in higher turnover rates. This can be especially harmful for project teams because consistency and continuity are essential for completing projects successfully.

Furthermore, it has been discovered that POQ has a bad relationship with affective commitment (Eliyana et al., 2019). The term "affective commitment" describes a person's devotion and emotional attachment to their group or team. Members of the team may feel alienated from one another and less dedicated to the objectives of the project if they feel overqualified and underutilized. This could result in a loss of interest and motivation, which would eventually harm the project's chances of success.

Therefore, it is hypothesized that there is a significant correlation between project team members' perceived overqualification and their job dissatisfaction.

H2: Individual's Perceived Overqualification is significantly associated with Job Dissatisfaction of Project Team Members

2.2.3 Employees Job Dissatisfaction and Individual Performance

Job dissatisfaction can have a significant impact on individual performance. Employees are less likely to be motivated to perform well when they are unhappy with their jobs. Research conducted by [DeNisi and Pritchard \(2006\)](#) revealed that employees who lack engagement exhibit decreased levels of productivity and profitability, alongside elevated rates of absenteeism and turnover. Furthermore, job dissatisfaction can contribute to stress and burnout, exerting an additional influence on individual performance.

In cases where employees are discontent with their roles, it can lead to diminished motivation and reduced productivity. A study led by [De Gieter and Hofmans \(2015\)](#) highlighted that job dissatisfaction can lead to reduced job performance and creativity, increased absenteeism, and higher rates of employee turnover. Moreover, job dissatisfaction can initiate stress and burnout, thereby introducing an additional factor that affects individual performance.

Few studies have demonstrated that project team members' individual performance suffers as a result of work unhappiness. As per findings by [Maksum et al. \(2021\)](#), feelings of discontent can diminish the motivation and productivity of team members, ultimately casting a negative influence on project success.

Likewise, [Chen et al. \(2021\)](#) postulated a parallel idea, suggesting that job dissatisfaction may contribute to a detrimental workplace environment, adversely impacting team morale and cooperation, consequently hampering individual performance. Study by [Liu et al. \(2015\)](#) says job dissatisfaction can inhibit project team members' creativity and innovation. Team members are less likely to be committed to the project's objectives when they are dissatisfied with their work, which can lead to lower levels of creativity and innovation.

Furthermore, job dissatisfaction can result in high levels of absenteeism and turnover, which ultimately effects the IP. According to a study conducted by [Arvan et al. \(2019\)](#), dissatisfied team members are more likely to leave the project or the organization, resulting in increased recruitment and training costs. As a result, team morale and productivity may suffer.

Few studies have shown that job dissatisfaction can impact project team performance. For example, a meta-analysis of 172 studies by [Kristof-Brown et al. \(2005\)](#) shows a significant negative correlation among JD and individual performance. Another study by [Zhu et al. \(2022\)](#) found that job dissatisfaction can lead to a decrease in job performance, an increase in absenteeism, and higher turnover rates.

Therefore, it is hypothesized that there is a significant correlation between project team members' perceived overqualification and their job satisfaction.

H3: Employees Job Dissatisfaction is significantly associated with individual performance of Project Team Members

2.2.4 Job Dissatisfaction Mediates the Link between Perceived Overqualification and Individual Performance

Perceived overqualification pertains to employees' personal perception that their skill set and capabilities surpass the demands of their present job ([Green and Zhu, 2010](#)). This sense of overqualification may arise from a disparity between the employee's qualifications and the prerequisites of the job, or when the responsibilities assigned to an employee fall below the level of their competencies and skills ([Kristof-Brown et al., 2005](#)). Perceived overqualification has been associated with adverse consequences like job dissatisfaction, diminished motivation, and decreased individual performance ([Jiang et al., 2009](#)).

In a meta-analysis conducted by [De Gieter and Hofmans \(2015\)](#), it was discovered that job satisfaction serves as an intermediary in the connection between perceived overqualification and factors such as turnover intentions, organizational commitment, and job performance.

The study's authors concluded that employees who perceive themselves as overqualified for their positions are more prone to experiencing feelings of frustration and reduced motivation. These emotions, in turn, can result in negative job attitudes and a decrease in job performance. [Aryee et al. \(2002\)](#) indicates in his studies that the connection between perceived overqualification and individual performance is

influenced by the presence of job dissatisfaction. When employees who perceive themselves as overqualified encounter insufficient challenging tasks and limited prospects for career advancement (Kristof-Brown et al., 2005), it can lead to discontentment with their job. This sense of job dissatisfaction, in turn, has the potential to impact an individual's motivation and performance. Consequently, the detrimental association between perceived overqualification and individual performance is moderated by the presence of job dissatisfaction.

The research findings further indicate that job dissatisfaction could play a protective role by intervening in various factors and their impact on the productivity of project team members. For instance, research has revealed that the link between job demands, job resources, and job performance is influenced through project team members' level of job satisfaction.

Furthermore, it has come to light that the connection between a leader's approach and the performance of project team members is tempered by job satisfaction. In other words, a leadership style that promotes job satisfaction can have a positive effect on the productivity of project team members.

The study conducted by Green and Zhu (2010) determined that the connection between perceived overqualification and project performance was moderated by job dissatisfaction. The study came to the conclusion that perceived overqualification can cause resentment and boredom, both of which have a negative impact on project performance. Additionally, experts suggest that job dissatisfaction functions as an intermediary in the connection between perceived overqualification and individual performance.

Alfes et al. (2016) states that perceived overqualification has the potential to trigger job dissatisfaction, consequently diminishing motivation and productivity. Kristof-Brown et al. (2005) in his study also argue that employees who perceive themselves as overly capable for their role might encounter a shortage of stimulating tasks, culminating in job dissatisfaction and subpar performance. Overall, scholarly research findings and expert viewpoints lends support to the notion that job dissatisfaction serves as a mediator in the correlation between perceived overqualification and individual performance. Therefore, proposed hypothesis is

that the relationship between POQ and the individual performance of project team members is mediated by job dissatisfaction.

H4: Job dissatisfaction mediates the relationship of Perceived overqualification and individual performance of project team members

2.2.5 Empowering Leadership Moderates the Relationship of Perceived Overqualification and Job Dissatisfaction

Empowering leadership has proven to be a successful approach in alleviating the adverse consequences of perceived overqualification on job dissatisfaction within project teams. Empowering leaders engage team members in decision-making and enable them to apply their skills, thereby lessening the detrimental impact of POQ on JD. This hypothesis stems from earlier research that underscores the significance of Empowering leadership in enhancing team spirit and diminishing job dissatisfaction ([Chen and Tjosvold, 2006](#)).

Studies have shown that empowering leadership can improve job satisfaction in environments where people work on projects. When team members are included in decision-making processes and encouraged to communicate open their job satisfaction is improved. Empowering leaders create a sense of ownership and investment in the project, leading to increased job satisfaction and motivation ([Zander and Forward, 1968](#)).

Additionally, Empowering leaders are more likely to provide opportunities for skill development, career growth, and recognition, all of which can help mitigate the negative effects of POQ on JD ([Aryee et al., 2002](#)).

In a study on the relationship between POQ and creativity in project teams, [Huang et al. \(2006\)](#) discovered that Empowering leadership moderated the relationship. People with higher levels of perceived overqualification showed higher levels of creativity when Empowering leadership was high. This implies that strengthening leadership can also be a successful tactic for reducing the detrimental effects of POQ on creativity.

Therefore, it is hypothesized that employees' job dissatisfaction has a negative impact on individual performance of project team members. Utilizing empowering leadership can serve as an efficient tactic for reducing the detrimental consequences of POQ on JD and improving team morale, motivation, and creativity.

Based on earlier investigations, Empowering leadership entails a leader who esteems the contributions and suggestions of team members, engaging them in decision-making processes (Spreitzer, 1995). This leadership approach has been shown to augment job satisfaction, motivation, and dedication (Baltazar and Franco, 2023).

According to Huang et al. (2006) Empowering Leadership involves empowering team members to take ownership of their work, providing them with opportunities to contribute to decision-making processes, and valuing their opinions. Research has shown that EL impacts positively to job satisfaction, organizational commitment, and employee motivation. The moderating effect of Empowering leadership has also been found to extend beyond job satisfaction.

Here suggested hypothesis posits that Empowering leadership has the potential to moderate the association between perceived overqualification and job dissatisfaction. Empowering leadership might alleviate the adverse impacts of perceived overqualification by affording chances for employees to apply their competencies, fostering their participation in decision-making, and nurturing feelings of autonomy and empowerment. For example, a study conducted by Kim et al. (2013) found that Empowering leadership moderated the relationship between perceived overqualification and emotional exhaustion among nurses in South Korea.

An inquiry conducted by Guo et al. (2022) also explored the moderating influence of Empowering leadership on the connection between perceived overqualification and workplace undermining within the context of Taiwanese nurses. Similarly, a study by Wang et al. (2022) investigated the moderating effect of Empowering leadership on the relationship between perceived overqualification and turnover among Chinese nurses. They found that Empowering leadership significantly moderated the relationship between perceived overqualification and depression. Furthermore, a study by Sim and Lee (2018) demonstrated that job satisfaction served as an

intermediary in the correlation between perceived overqualification and turnover intention within project teams. Their research underscores the possible adverse effects of perceived overqualification on individual retention and emphasizes the significance of addressing job satisfaction in the management of project teams. Overall, these recent studies highlight the importance of addressing individual's perceptions of POQ and JD in project team management.

Additionally, it is suggested that Empowering leadership may be a suggested strategy for minimizing the negative impact of these factors on individual and team performance. The literature and theory suggests that EL may be particularly beneficial in project teams for addressing POQ and JD that require close collaboration and coordination.

As a result, it is hypothesized the impact of perceived overqualification and job dissatisfaction on project team members is moderated by Empowering leadership.

H5a: Empowering leadership moderates the relationship of perceived overqualification and job dissatisfaction on project team members.

2.2.6 Moderated Mediation

Research indicates that perceived overqualification can have detrimental effects on employee outcomes (Deng et al., 2018). When employees believe they are overqualified for their positions, it may lead to feelings of job dissatisfaction (Croon et al., 2002). This aligns with H1, which posits a positive association between perceived overqualification and job dissatisfaction.

Job dissatisfaction is a well-established factor negatively influencing individual performance (Chan, 2019). Dissatisfied employees are less motivated, engaged, and committed, resulting in lower performance levels (Aryee et al., 2016). Empowering leadership is known to play a significant role in shaping employee attitudes and behaviors (Arnold et al., 2000).

Empowering leaders provide employees with autonomy, support, and opportunities for skill development, which can mitigate the negative effects of job dissatisfaction on performance (Lobene et al., 2015). The indirect effect of perceived

overqualification (X) on individual performance (Y) through job dissatisfaction (M) is conditional upon the level of empowering leadership (W), such that this mediated relationship is stronger when empowering leadership is low and weaker when empowering leadership is high.

Recent research suggests that leadership can indeed moderate the indirect effects of certain variables on outcomes (Chan, 2019). In this case, it is proposed that empowering leadership can influence the strength of the mediated relationship between perceived overqualification, job dissatisfaction, and individual performance.

When empowering leadership is low, the negative impact of job dissatisfaction may be more pronounced, intensifying the mediated effect. Conversely, when empowering leadership is high, it may serve as a buffer against the negative consequences of job dissatisfaction, weakening the mediated effect.

The moderated mediation hypothesis builds upon existing literature on perceived overqualification, job dissatisfaction, and empowering leadership to suggest a comprehensive model explaining the relationships among these variables and their combined impact on individual performance. This hypothesis highlights the importance of leadership in shaping employee experiences and outcomes in the context of perceived overqualification.

Based on our proposed model, we have formulated a hypothesis that suggests a pattern of moderated mediation, taking into account the expected conditional impact of the moderating variable on the indirect relationship between an employee's perception of overqualification and their individual performance.

To be more specific, we foresee the moderator as a pivotal factor in molding the indirect impact of perceived overqualification on individual performance. This leads us to our sixth assumption, which is.

H5b: The relationship between perceived overqualification and individual performance in project teams is moderated by Empowering leadership, so that when Empowering leadership is strong, the negative indirect effect of perceived overqualification on individual performance through job dissatisfaction is weaker.

2.3 Research Model

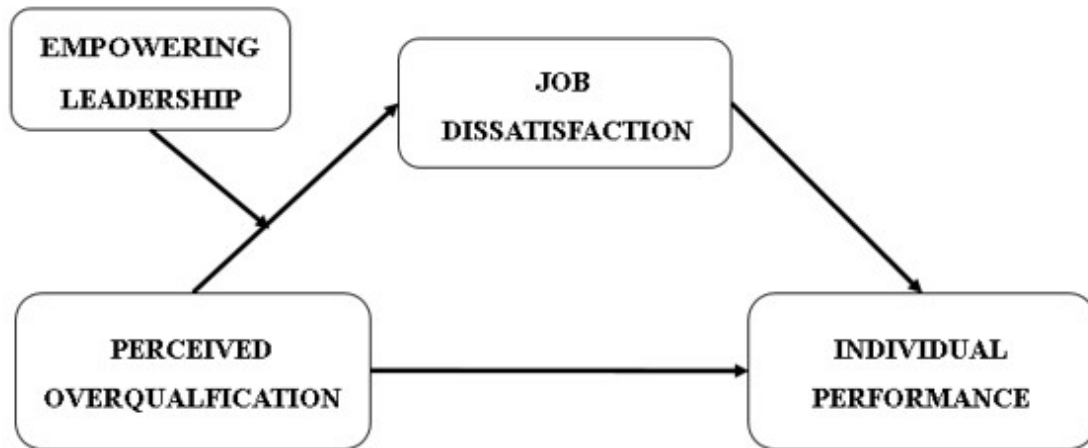


FIGURE 2.1: Hypothetical Model

2.4 Hypothesis of The Study

Here are six hypotheses based on the proposed research model:

H1: Perceived overqualification is significantly related with Individual performance in project teams.

H2: Perceived overqualification is significantly related with Job dissatisfaction in project team members.

H3: Job dissatisfaction has a significant effect on Individual performance in project teams team members.

H4: Job dissatisfaction mediates the relationship of Perceived overqualification and individual performance of project team members.

H5a: Empowering leadership moderates the relationship between POQ and JD in project teams, such that the effect of perceived overqualification on job dissatisfaction is weaker when Empowering leadership is high.

H5b: Empowering leadership moderates the relationship between POQ and IP in project teams, such that the indirect effect of perceived overqualification on individual performance through Job dissatisfaction is weaker when Empowering leadership is high.

Chapter 3

Research Methodology

It is crucial to distinguish between research methods and research methodology because these two concepts differ significantly. Research methods encompass the various techniques utilized for conducting research. These methods refer to the specific approaches researchers employ when exploring research options. In simpler terms, research methods encompass all the techniques used by a researcher when addressing a research problem.

On the other hand, research methodology pertains to the overall approach taken to conduct research and to find solutions to research problems. The scope of research methodology is broader compared to that of research methods. Therefore, when we discuss methodology, it doesn't merely refer to the techniques themselves but also encompasses the underlying rationale behind the methods employed in the context of a particular study. It involves explaining why one technique or method was chosen over another, enabling research results to be evaluated by others or by the researcher themselves.

This chapter specifically indicates the methodology to investigate the impact of Perceived Overqualification on Individual performance with mediating role of job dissatisfaction and moderating role of Empowered Leadership. The earlier mentioned issues are taken into account when creating the study. The chapter contains details about Research approach, type of study, unit of analysis, population and sample size related information.

3.1 Design of the Study

Researchers utilize the design of their studies as a guiding framework, comprising specific methodologies recognized as primary strategies for examining the proposed relationships. In alignment with this notion, the current study adopts a quantitative research design, which furnishes responses to the research inquiries.

Data collection was accomplished through a structured questionnaire administered in face-to-face interactions. Quantitative research involves the collection and analysis of numerical data with the aim of characterizing, interpreting, predicting, or managing the variables and phenomena under study (Watson, 2015).

A quantitative research approach emerges as the most appropriate methodology for this study, given its roots in the well-established Relative Deprivation Theory and its contribution to the body of existing research on the subject. As a result, the deductive approach serves as the study's foundation.

3.1.1 Research Philosophy

The paradigms and knowledge elements that guide the direction of research are included in research philosophy. Positivism is the research philosophy used in this study. The basis for trustworthy knowledge is based on scientific validation and logical or mathematical proof, according to the positivist philosophical system.

This research paradigm is associated with quantitative approaches such as social surveys, structured questionnaires, and official statistics, owing to their reliability and representativeness. In positivist studies, the researcher's primary responsibility is to gather data and impartially interpret it. By gathering factually reliable data, the research question or hypothesis under consideration is hoped to be supported or refuted.

The objective of the study is to assess how perceived overqualification influences individuals' performance by means of job satisfaction, with the moderation of an empowering leadership style. As a result, the objective and scientific methods used in this study are intended to establish causal relationships between variables.

Since it is clear that the perception of overqualification among employees, as well as individual performance, job satisfaction, and management style, are related in a causal way. As a result, this study is better suited to the positivistic paradigm approach (Creswell, 2009).

3.1.2 Research Method

This study uses a method called hypothetical deductive research. It's like a planned way of doing science research. We use data to learn about the world. We look at what others have found before and what we already know. Then we make a guess, called a hypothesis, and check if it's true by doing experiments. According to this deductive method, scientific research starts by formulating a hypothesis based on the body of literature.

This hypothesis is then subjected to a variety of statistical tests, which are used to compare the data to specific claims in order to determine their relative significance. If the findings support the hypothesis, it is considered supported by the underlying theory; otherwise, it is not supported if the findings contradict it.

It is recommended to evaluate the extent to which alternative hypotheses are corroborated by their predictions, enabling a comparison of the explanatory utility of these hypotheses. The general preference is for quantitative methods when trying to reach a large population.

A quantitative methodology is adopted here to investigate the relationship between the variables used in this study and data was collected for each variable in this research.

3.1.3 Research Approach

Depending on the questions they want to answer, researchers may choose to conduct qualitative or quantitative research. The current study is quantitative in nature because questionnaires are used to gather data from respondents. Among other tools, statistical programs like SPSS 26 was used to verify the data.

3.1.4 Type of Study

In a Pakistani public project-based organization, this empirical research tries to quantify the effects of POQ on team members' individual performance, with job dissatisfaction acting as a mediator and empowering leadership as a moderator.

Since this study is based on a theory, various constructs were used to test the theory and confirm it. Employing a deductive research approach, scales were employed to quantitatively measure and analyze constructs, aiming to establish connections between variables and reveal the foundational nature of their relationships. Consequently, this approach is commonly recognized as quantitative research.

3.1.5 Study Setting

The project team members working in a Pakistani public project based organization are the participants of this study for data collection. Respondents were assured that their responses would be kept private, allowing them to freely share information.

It was assumed that the research sample used in this study is typical of the entire population of the chosen organization. The current study is helpful in extrapolating results from the sample characteristics, aiming to represent the entire population of Pakistan.

3.1.6 Unit of Analysis

The unit of analysis holds utmost significance within the study, constituting the primary focus of examination. It represents the core subject under scrutiny in the study. The analytical unit is determined by the research's goal and methodology. For instance, it might differ depending on the individual, different groups, businesses, cultures, etc. In this study, the unit of analysis pertains to an individual functioning within project teams within a project-based organization operating in the Pakistani public sector. Therefore, the data was gathered from each manager and team member who participated in the project-based activities.

Perceived Overqualification	Employee Rated (Self-Rated)	Project team member themselves can rate their thoughts for his/her role/job
Individual Performance		Team member themselves can tell whether they are happy from their job/performance
Job Dissatisfaction		Project team member themselves can rate their level of satisfaction for his/her role/job
Empowering Leadership		Project team member can rate their leader better than others. So, we may investigate how they feel under his/her supervision

FIGURE 3.1: Unit of Analysis

3.1.7 Time Horizon

The authors of [Saunders et al. \(2007\)](#) distinguish between cross-sectional and longitudinal research methods. Cross-sectional data collection has a set time period, whereas longitudinal data collection has an unbounded amount of time.

Time horizon establishes the time frame for the study: cross-sectional or short-term studies require data collection from all respondents at a single point in time, whereas longitudinal studies require data collection from the same respondents over a long period of time in order to compare data from different respondents. Due to the limitation of a specific time frame, the data collection method employed in this research was cross-sectional in nature.

Data collection was executed through the use of questionnaires, which were distributed during the month of June 2023, with the gathered responses compiled in the midst of July 2023.

3.2 Population and Sample of Study

A population constitutes the whole of the group from which a researcher intends to drive conclusions. A sample, on the other hand, pertains to the particular group from which data is collected. Essentially, the sample is a subset of the population.

Our target population was Public sector project based organizations in Rawalpindi/ Islamabad and the estimated value of employees working as subordinates or team members were more than 200,000. Names of the organizations cannot be mentioned due to confidentiality. Assuming that 60% employee work as subordinates or in a team as team member in different cadres. Given the practical challenges of collecting data from the entire population, a representative sample-based study was adopted here.

P is the estimated or assumed population, with a value of P=0.60, and a margin of error of +/- 5% was chosen, yielding Z=1.96 and e = 0.05, respectively. Since the formula for q is q= 1- p, the value of q was determined 0.4, denoted as q = 0.4, by subtracting the value of p from 1.

Equation 3.1: Cochran Formula for calculating of sample size

$$n = \frac{t^2 * (p)(q)}{d^2}$$

$$n = \frac{1.96^2 * (0.60)(0.4)}{(0.05)^2}$$

$$n = 369$$

Here $t = 1.96$, which is the value chosen for the alpha level of .025 in each tail. The researcher's willingness to accept the possibility that the true margin of error could be greater than the permitted margin of error is indicated by the alpha level of 0.05.

where $d =$ the estimated proportion's allowed margin of error, which is .05.

Where $p \times q =$ Variance Estimate

The smallest sample size, as determined by the Cochran (1977) formula, was 369. The target sample size for this study was set to be higher than the minimum (369).

Confidence level:95%, confidence interval:5, population=unknown, Sample size=384

In June 2023, we distributed the questionnaires. We used Google Docs and printed questionnaires to distribute more than 1000 of them. Nearly 453 questionnaires out of the total 1000 were received, reflecting a response rate of 45%. From these 453 responses, we considered 396 as fully completed and used them in the analysis.

The survey approach was utilized to gather data, as it provides a convenient method for acquiring information from a large number of individuals simultaneously. English-language questionnaires were given out.

3.2.1 Sampling Frame

Research sampling pertains to the methodology of choosing a subset of individuals, items, or elements from a more extensive population for the purpose of collecting data and then formulating conclusions about said population. This approach aims to make inferences about the entire population based on the characteristics of the selected sample.

To secure the potential for generalizing our findings, the sample represents a smaller subset of the broader targeted population, object, or item. In this study, the individuals or employees working in project teams engaged with the specified Pakistani public project-based organizations function as the sampling frame for this study.

3.2.2 Sampling Technique

Because of limitations like time, budget, and other restrictions, non-probabilistic convenience sampling technique was chosen to gather data. This method is known for generating a high response rate and is commonly used in social science research due to its efficiency in collecting preferred data and evidence with less effort. This technique involves selecting people who are easily accessible for data collection ([Burmeister and Aitken, 2012](#)).

Similarly, it was presumed that the gathered data from the population effectively reflects the characteristics of project team members within Pakistani public project-based organizations.

3.2.3 Data Collection

A cross-sectional study involving 369 employees within a public sector organization was undertaken, where a sample was created through a simple random sampling

technique. Participants granted informed consent, and data was gathered through a survey questionnaire meticulously designed to encompass the pertinent variables: perceived overqualification, job dissatisfaction, Empowering leadership, and individual performance. Subsequently, statistical software was employed to analyze. The preparation of the sample was conducted carefully to ensure the validity and reliability of the results and to accurately reflect the perceptions and experiences of the employees in the public sector organization.

3.3 Instrumentation

Closed-ended questionnaires employing a 5-point Likert scale, spanning from "Strongly Disagree" to "Strongly Agree," were employed to measure four variables. Within this scale, 1 signifies "strongly disagree," 2 denotes "disagree," 3 indicates "neutral," 4 represents "agree," and 5 corresponds to "strongly agree."

Four demographic variables are included in the questionnaire, including the respondent's gender, age, educational background, and work history.

Indicating Strong Disagreement (SD=1),

Expressing Disagreement (D=2),

Remaining Neutral (N=3),

Conveying Agreement (A=4),

Demonstrating Strong Agreement (SA=5)

3.3.1 Perceived Overqualification

The measurement of this variable was carried out on the basis of 9-item scale formulated by [Maynard et al. \(2006\)](#), gauging the extent to which an individual views themselves as overqualified for their role. Reliability of the scale was 0.739.

The scale consists of the items like "My job makes use of my skills and abilities", "I feel that I am performing below my level of competence in this job", "I feel that I am overqualified for my current job."

3.3.2 Individual Performance

To assess the individual performance of employees, a set of four items developed by Staples et al. (1999) was employed. These items have been widely utilized by other researchers as well, including (Rego et al., 2007; Rego and Pina E Cunha, 2008), who have translated them into Portuguese. Therefore, rather than using an objective measure, the research used a self-rated one. A number of scholars, such as Stuss et al. (2003); Biswas et al. (2006); Alzghoul et al. (2018) contend that self-report measures can be employed to gauge variables like job performance, as doing so does not necessarily introduce systematic bias. Although there exists a chance that self-report measures might contribute to inflated research results, this potential is acknowledged. Reliability of the scale was 0.887. The scale consists of the items like “I am a proficient employee”, “My peers regard me as a highly productive employee”, “I am satisfied with the caliber of my work”

3.3.3 Job Dissatisfaction

A 6-item scale formulated by Spector (1997) was adopted to measure job dissatisfaction related to perceived overqualification. Spector’s scale has been extensively utilized in research and has demonstrated robust reliability and validity in gauging job dissatisfaction. The scale consists of six items that assess an individual’s feelings of dissatisfaction with their job.

One of the advantages of using Spector’s scale is that it is relatively brief and easy to administer. It can be used in a variety of settings and with different types of employees. Additionally, the items are straightforward and do not require specialized knowledge or training to complete. Reliability of the scale was 0.917.

3.3.4 Empowering Leadership

The moderating variable of empowering leadership was determined using a scale of 12 items developed by Zhang and Bartol (2010). The sample items encompass phrases such as “My supervisor aids in clarifying how my objectives and goals align with the company’s,” “My supervisor involves me in numerous decision-making

processes,” ”My supervisor has confidence in my ability to manage challenging tasks,” and so forth. Reliability of the scale was 0.880

3.4 Scales Summary

TABLE 3.1: Summary of Scales

Variables	Scale	Items
Perceived Overqualification	Maynard et al. (2006)	9
Individual Performance	Staples et al. (1999)	4
Job Dissatisfaction	Spector (1997)	6
Empowering Leadership	Zhang and Bartol (2010)	12

3.5 Data Collection Technique

Over 1000 closed-ended questionnaires were distributed in total during the month of June 2023 through Google Documents and printed copies. Only 453 of these questionnaires were returned, resulting in a 45% response rate. 396 of the received responses were finished completely, and these were used in the analysis.

3.5.1 Data Analysis Tool

Following the completion of data collection, the Software Package for Social Sciences (SPSS-26) was employed to import the survey that was constructed based on the scales used in the previously gathered data from the literature. Because SPSS only processes and analyzes data in numerical form, data has to be coded before being loaded. Variables are defined in the variable view, even though data related to them was imported into the data view.

Several tests were carried out, include statistical analysis for population demographics, descriptive statistics for determining mean and standard deviation, reliability analysis, and correlation analysis as well as regression.

The following are the tests that were run with SPSS:

1. A descriptive statistical test to determine the frequency of a variable related to demographics.
2. A descriptive statistical test for finding the mean and standard deviation.
3. Correlation analysis was employed to evaluate the connection between the dependent and independent variables.
4. Regression analysis was utilized to quantify the influence or alteration in the dependent variable caused by the independent variable.
5. Reliability Analysis
6. Given the presence of moderated mediation in our model, models 4 and 7 were selected for the examination of mediation and moderation.

3.6 Sample Characteristics

3.6.1 Gender

Given that it simply separates the population into males and females, gender is one of the demographic questions that are most frequently asked. It has been observed that in government and public sector organizations, the proportion of male respondents was higher than the number of female respondents. Female managers are incredibly uncommon and, if they do exist, are only found in jobs with greater responsibility, like manager, senior developer, and board member.

Table 3.2 clearly demonstrates that there are more male respondents than female respondents when comparing the ratio of respondents.

TABLE 3.2: Gender Percentage

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	239	60.4	60.4	60.4
Female	157	39.6	39.6	100.0
Total	396	100.0	100.0	

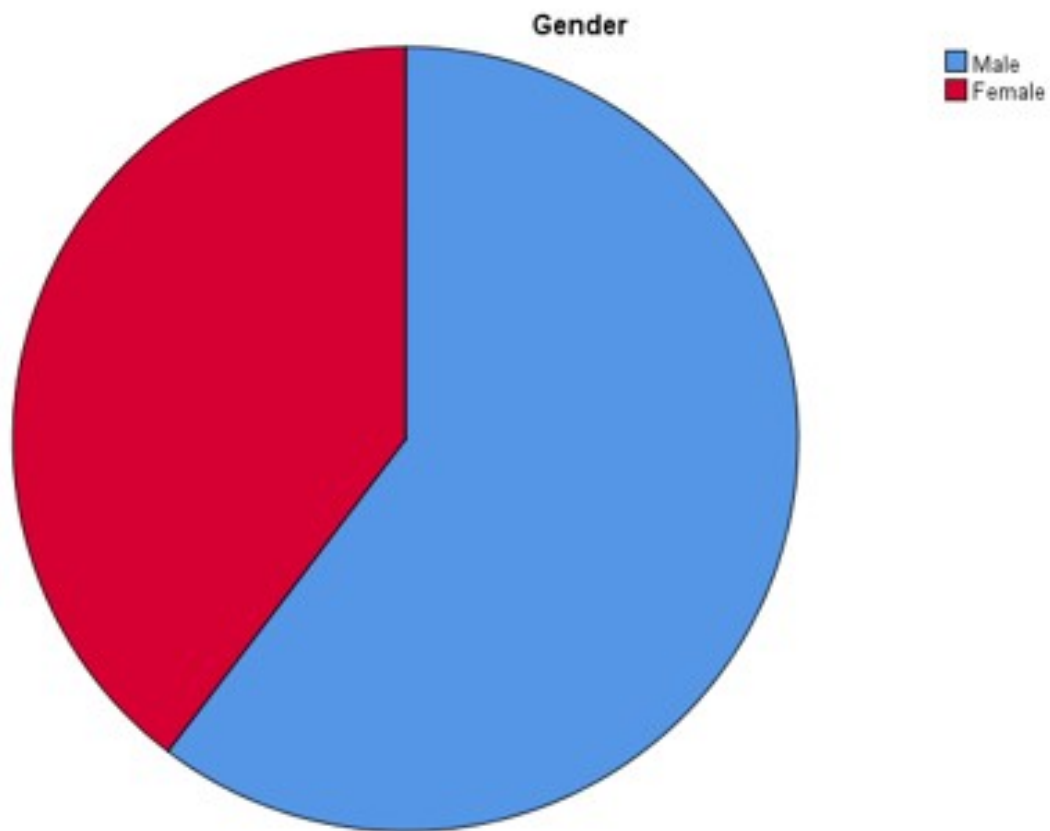


FIGURE 3.2: Gender Percentage

Table 3.2 displays the complete sample size, which amounts to 396 individuals. Among these, 239 were male, constituting 60.4% of the total, while females accounted for 39.6%. The cumulative percentage was computed as 100% and is indicated in the aforementioned table.

3.6.2 Age

Due to a certain level of hesitancy, individuals often prefer not to openly acknowledge or disclose their age. To accommodate respondent comfort, age was categorized into various ranges, as outlined in the questionnaire. These ranges were specified to collect age-related data during the survey.

Table 3.3, provides information on the respondents' ages. Among the 396 respondents, 23% fell within the age range of 18-24, while 30.6% were aged 25-34. Respondents aged 35-44 accounted for 31.8%, those aged 45-54 made up 13.9% of the sample, and 0.8% were aged 55 and above. The cumulative percentage was

TABLE 3.3: Age Distribution of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
18-24	91	22.9	22.9	22.9
25-34	121	30.6	30.6	53.5
35-44	126	31.8	31.8	85.4
45-54	55	13.9	13.9	99.2
55 or more	3	.8	.8	100.0
Total	396	100.0	100.0	

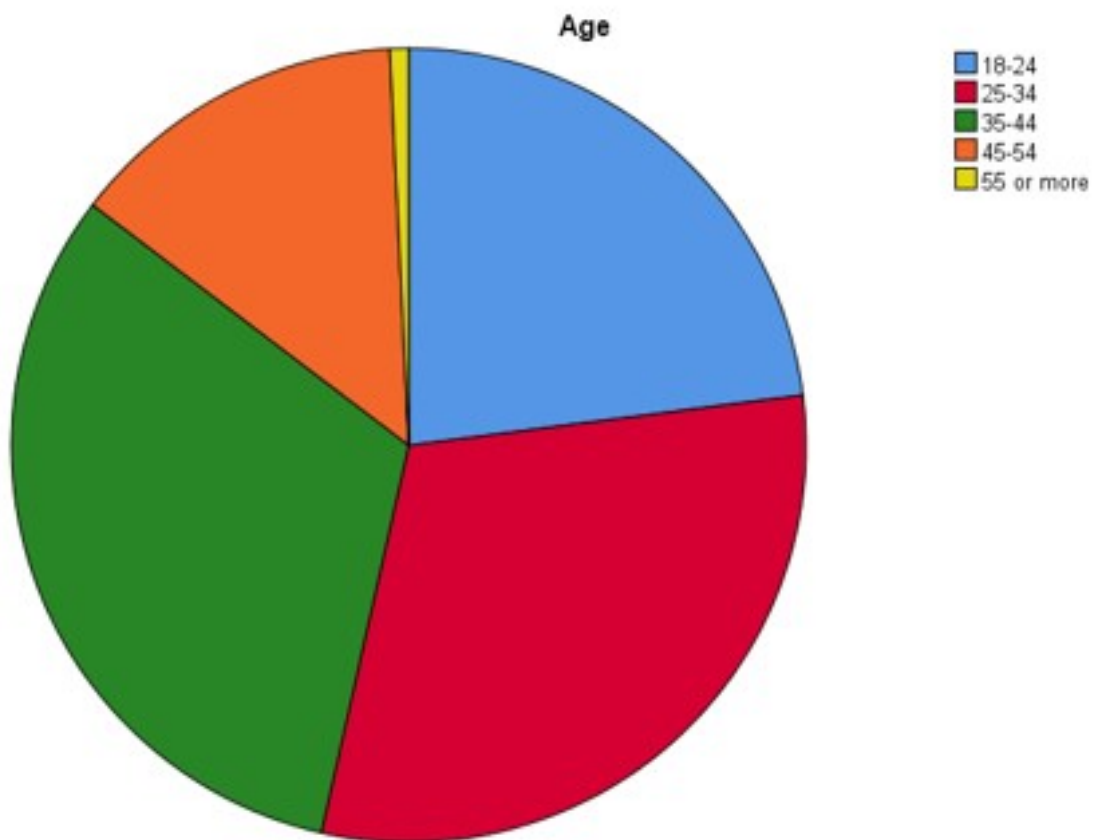


FIGURE 3.3: Age Distribution

computed to reach a total of 100%. Notably, the group between 35-44 exhibited the highest age percentage.

3.6.3 Education

Education is a key component within demographics, similar to age and gender, as it holds vital significance for a country’s progress. Inclusion of education in demographics is paramount, given its role as a wellspring of knowledge. This knowledge empowers individuals to excel in their project undertakings.

Incorporating education within demographics serves the purpose of conveying the respondents’ level of qualification. Consequently, education finds its place in the questionnaire’s demographic section and is featured in the table below. The questionnaire encompasses five distinct degree categories aimed at procuring comprehensive education-related data.

TABLE 3.4: Respondent’s Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Matric (10 yrs)	8	2.0	2.0	2.0
DAE (12 yrs)	37	9.3	9.3	11.4
BS (16 yrs)	152	38.4	38.4	49.7
MS (18 yrs)	193	48.7	48.7	98.5
Ph.D	6	1.5	1.5	100.0
Total	396	100.0	100.0	

The information about the respondents’ education or qualifications is provided in Table 3.4 2% of the total respondents were in their matric year, 9.3% were in their intermediate year, 38.4% had bachelor’s degrees, 48.7% had master’s degrees, and 1.5% had PhDs.

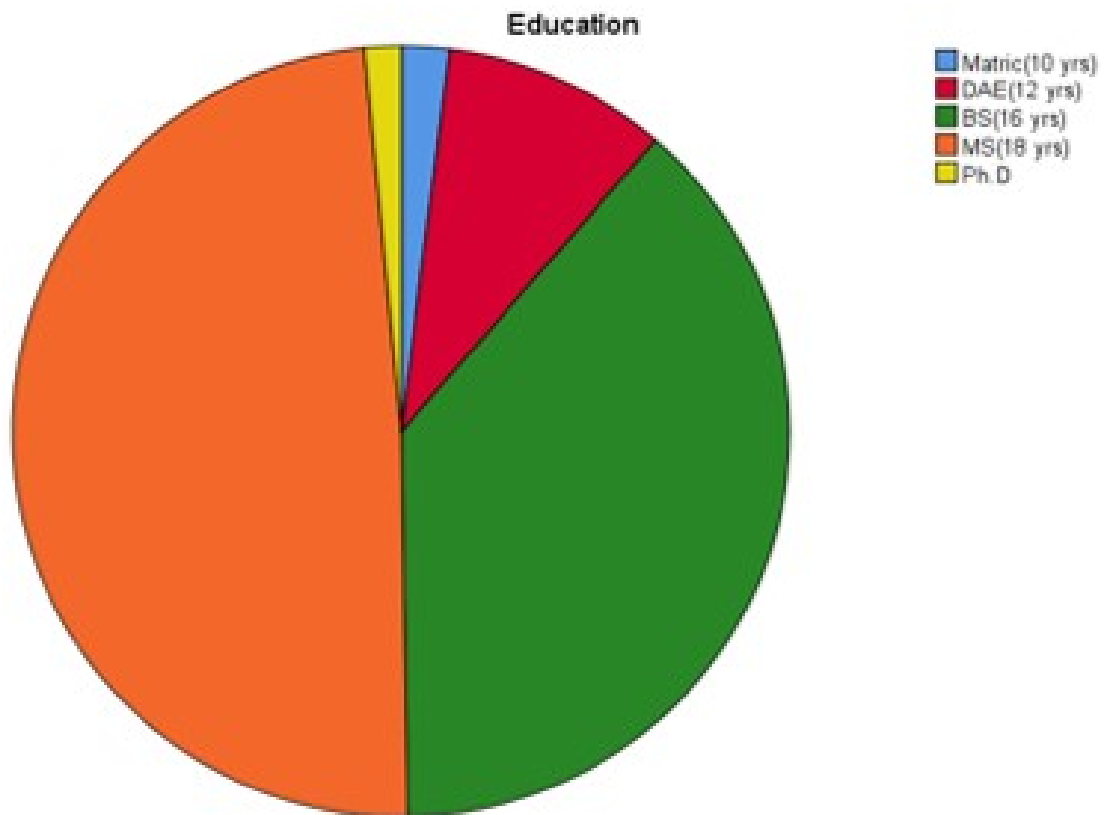


FIGURE 3.4: Education of Respondents

3.6.4 Experience

In project settings, work experience holds a significant role as it notably contributes to the enhancement of performance. Employees commonly transition between various organizations over the years, culminating in a cumulative professional history referred to as their experience. The significance of experience is underscored within demographics due to its positive impact on employee creativity and performance, which tend to flourish and stabilize with accumulated experience.

The questionnaire incorporated five distinct time ranges, facilitating the collection of data on the total duration employees spent in different organizations. These designated time frames are tailored to help employees assess their work experience. Such experience fosters creativity, innovation, and overall effectiveness in their roles.

Table 3.5 displays the respondents' experience distribution, revealing that a majority of respondents have an experience range of 1-3 years. Specifically, 32.8%

TABLE 3.5: Respondent's Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
1-3	130	32.8	32.8	32.8
4-7	101	25.5	25.5	58.3
8-11	56	14.1	14.1	72.5
12-15	71	17.9	17.9	90.4
Over 15	38	9.6	9.6	100.0
Total	396	100.0	100.0	

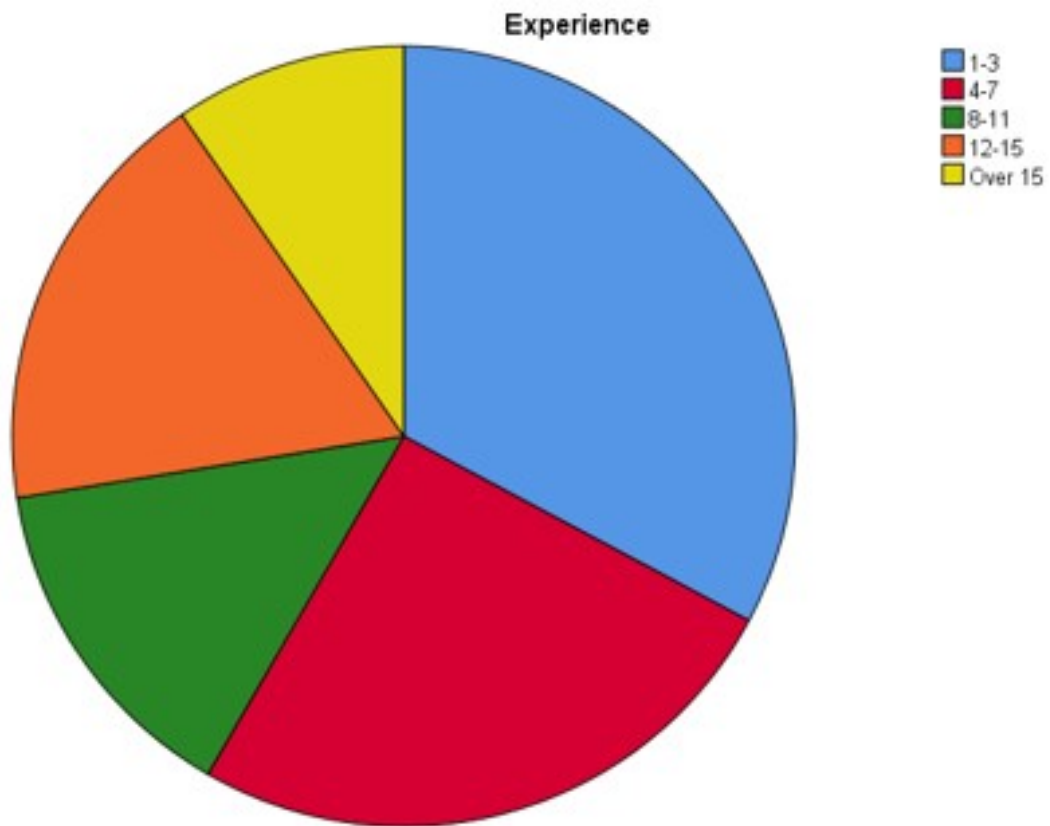


FIGURE 3.5: Respondent's Experience

of the participants fall within the 1-3 years range. Additionally, 25.5% of respondents possess experience in the 4-7 years range, while 14.1% and 17.9% of them fall within the 8-11 years and 12-15 years' ranges, respectively.

3.6.5 Role in Organization

Table 3.6 illustrates the positions held by the participants within their respective organizations. The largest portion, accounting for 21.5% of the respondents, held positions as sub-engineers. Following this, 17.9% were assistants, and an additional 17.2% worked as software developers. A percentage of 16.2% represented computer operators, while 15.9% were categorized as scientists. The remaining 11.4% were engaged in roles within technical laboratories or workshops.

TABLE 3.6: Respondent’s Role in Organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Operator	64	16.2	16.2	16.2
Assistant	71	17.9	17.9	34.1
Sub-Engineer	85	21.5	21.5	55.6
SW Developer	68	17.2	17.2	72.7
Scientist	63	15.9	15.9	88.6
Technical	45	11.4	11.4	100.0
Total	396	100.0	100.0	

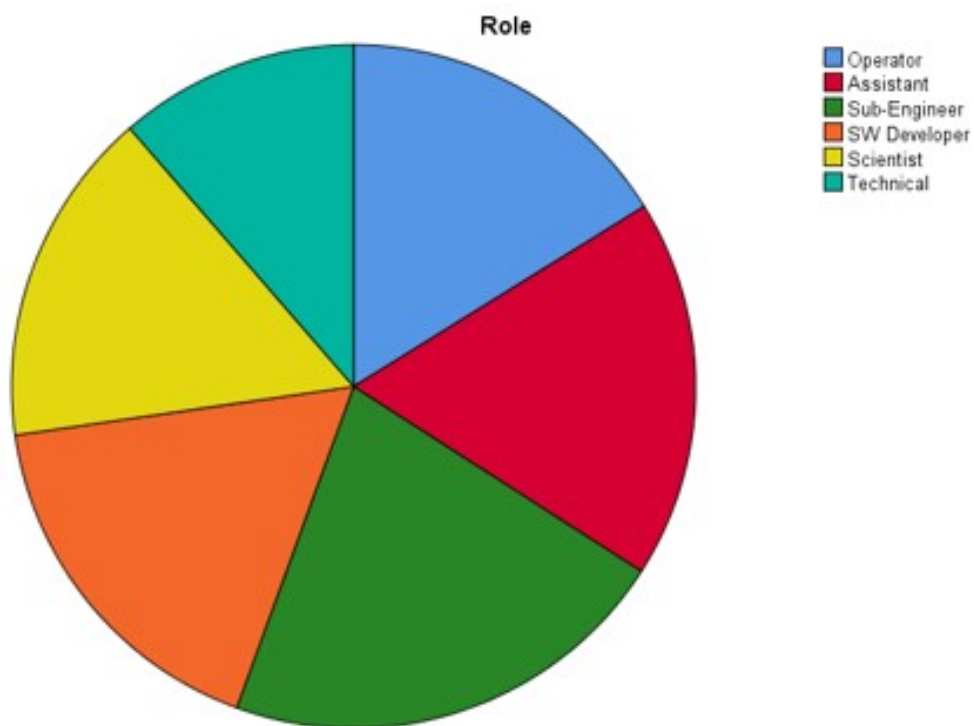


FIGURE 3.6: Respondent’s role in Org.

3.6.6 Job Tenure with Present Organization

The Table 3.7 shows the job tenure of the respondents with their present organization. 32.3% the majority of respondents were having job tenure of 7-9 yrs. 19.7% and 16.7% having job tenure of 5-6yrs and 3-4yrs respectively. 15.9% of respondents were having job tenure of over 10 yrs. and 15.2% were having 1-2 yrs. job connection with their organization.

TABLE 3.7: Respondent’s Job tenure with present Organization

	Frequency	Percent	Valid Percent	Cumulative Percent
1-2 yrs.	60	15.2	15.2	15.2
3-4 yrs.	66	16.7	16.7	31.8
5-6 yrs.	78	19.7	19.7	51.5
7-9 yrs.	128	32.3	32.3	83.8
Over 10 yrs	63	15.9	15.9	99.7
45	1	.3	.3	100.0
Total	396	100.0	100.0	

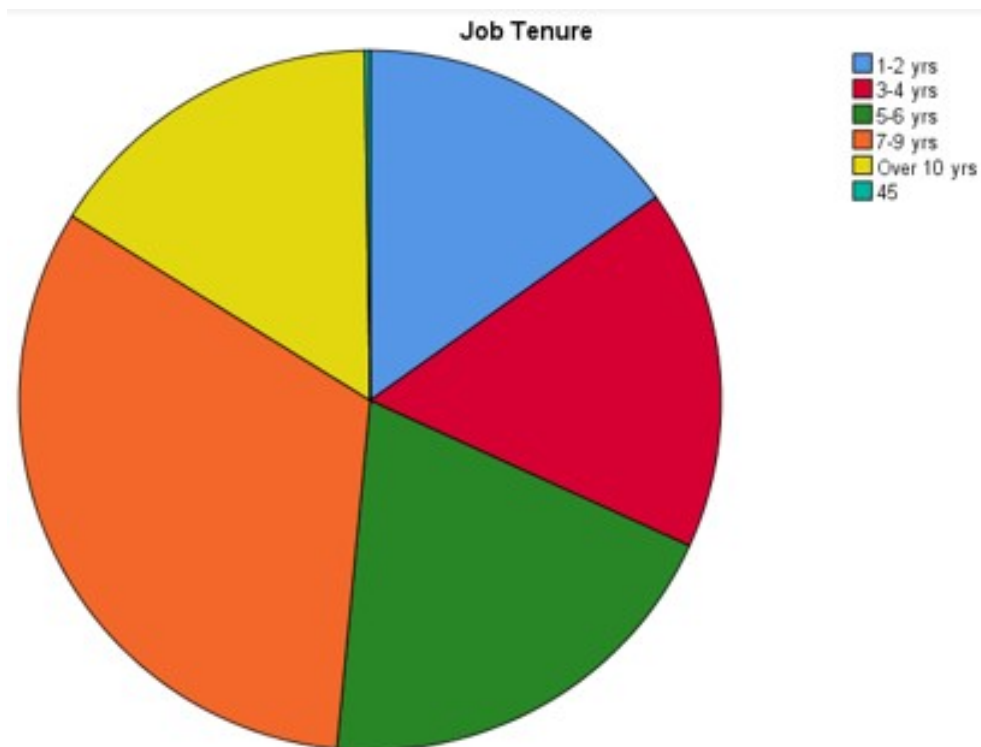


FIGURE 3.7: Respondent’s Job Tenure with current Organization

3.7 Reliability Analysis

To evaluate the reliability of the scale items used to measure the variable, reliability analysis was conducted. Internal consistency is the commonly employed measure to assess the reliability of a scale (Husein Malkawi et al., 2000)(Husein Malkawi et al., 2000). Most research studies utilize internal consistency statistics, specifically Cronbach's Alpha, to ascertain scale reliability (Schlosser and McNaughton, 2009). Cronbach's Alpha, calculated by averaging the inter-correlations among scale items, evaluates the degree of association between these items krippendorff (2004). The Cronbach's Alpha value ranges from 0 to 1, and a minimum value of 0.7 is considered acceptable for ensuring scale reliability (Landis and Koch, 1975). A higher value of Cronbach's Alpha indicates increased scale reliability, whereas a lower value reduces the scale's reliability.

As indicated in Table 3.8, the perceived overqualification scale consists of 9 items. The Job Dissatisfaction scale, which includes 6 items, exhibits a Cronbach's Alpha value of 0.88.

The Individual Performance scale, with 4 items, shows a Cronbach's Alpha value of 0.917. Likewise, the Empowering Leadership scale, containing 12 items, demonstrates a Cronbach's Alpha value of 0.887.

TABLE 3.8: Reliability of Pilot Testing

Variables	No. of Items	Cronbach Alpha
Perceived Overqualification	9	.744
Individual Performance	4	.917
Job Dissatisfaction	6	.880
Empowering Leadership	12	.877

The Cronbach's Alpha coefficient for each variable was within acceptable bounds because all variables had values greater than 0.7. Consequently, the data was prepared for further analysis.

3.8 Data Analysis Techniques

Following data collection, the relevant and fully completed data were taken into consideration for analysis. Using SPSS 26, 396 responses were found to be fully completed, with no double-counted or missing values. A number of procedures were put in place during the data analysis phase to look over and interpret the information gathered. Initially, a strict selection procedure was used, concentrating on questionnaires that were entirely filled out and free of any duplicate values. Then, in order to facilitate later analysis, a distinct code was given to each item in the questionnaires. Frequency tables were used to analyze the distribution of responses and reveal characteristics of the respondents. Descriptive statistics were computed using numerical values, providing a thorough overview of the central tendencies and variability of the data. Additionally, Cronbach's alpha was used to evaluate each variable's reliability, ensuring the consistency and stability of the measured constructs. Correlation analysis was carried out to investigate potential relationships between variables, revealing any significant associations. The hypothesized relationships between the independent and dependent variables were clarified using simple linear regression, which offered helpful insights into the predictive power of these relationships. Using the Preacher and Hayes methodology, mediation and moderation tests were run to delve deeper into the data. These tests shed light on complex aspects of the data by illuminating mediating effects between independent and dependent variables as well as moderating effects involving the independent variable and moderators.

Finally, the Preacher and Hayes method and correlation analysis were used to assess the validity or falsity of the proposed hypotheses, allowing for a thorough assessment of the research hypotheses in relation to the gathered data.

3.9 Research Ethics

Desirable ethics and standards were upheld while conducting this research study, especially when gathering data. Initially, participants were provided with information about the study's objectives, and only upon obtaining their consent, their

responses were collected and utilized for data analysis. Respondents were assured of the confidentiality of their responses, as questionnaire also included supervisor's role which was to be filled by subordinates. It was recognized that subordinates might face challenges if their supervisor became aware of any unfavorable opinions about them.

Additionally, because it contained information about supervisor-related emotions and personalities, data about supervisors was also kept private. The respondents were not compelled to provide immediate feedback and the data collection took place in a natural environment. A sufficient amount of time was provided for convenience, and respondents were not obligated to provide a recommendation. Despite encountering instances of inappropriate behavior, such as respondents misplacing or failing to return questionnaires, the researcher handled these situations in a respectful manner without making any negative comments.

Chapter 4

Data Analysis and Results

4.1 Descriptive Statistics

The table of descriptive statistics gives important details about the responses that have been gathered and are being analyzed. This includes statistical measures like size of sample, standard deviation, mean, minimum, and maximum values, which offer insights into the data under examination. Moreover, it condenses extensive data into an organized and concise format.

Table 4.1 presents the consolidated data obtained from this research. The first column of Table 4.1 enumerates the variable names. The specified total sample size of the study is indicated in the second column. In the third column, the minimum value observed for each corresponding variable is recorded.

The fourth column records the maximum value observed for each variable. In the fifth and sixth columns, the calculated mean and standard deviation for the collected data are respectively displayed. A 5-point Likert scale ranging from 1 (reflecting strong disagreement) to 5 (indicating strong agreement) was used to evaluate all four variables.

The independent variable, Perceived Overqualification, possesses an average value of 3.827 with a standard deviation of 0.6747. The dependent variable, Individual Performance, exhibits an average of 3.672, accompanied by a SD of 0.7952. The mediating variable, Job Dissatisfaction, displays an average value of 3.804, with a

SD of 0.89648. In our research framework, the moderating variable, Empowering Leadership, has an average value of 3.819 and a standard deviation of 0.733.

This analysis was performed using all the collected responses that were selected for scrutiny. A total of 396 responses were specifically chosen for analysis.

TABLE 4.1: Descriptive Statistics

Name	N	Min	Max	Mean	Std. Deviation
POQ	396	1.00	5.00	3.8275	.67474
IP	396	1.00	5.00	3.672	.79527
JD	396	1.00	5.00	3.8043	.96489
EL	396	1.00	5.00	3.8190	.73393

N=396

4.2 Correlation Analysis

Correlation analysis helps us understand how variables depend on each other. According to [Orodho \(2009\)](#), correlation shows how two continuous numeric variables are related. Table 4.2 explains how variables are connected, using positive or negative signs to show if they move in the same or opposite directions.

A positive sign means both variables move together, while a negative sign suggests they move in opposite ways. Correlation values go from +1 to -1, with 0 showing no relationship. In this study, correlation analysis was applied to explore the impact of perceived overqualification on individual performance, while also considering the mediating influence of job dissatisfaction and the moderating effect of empowering leadership.

Correlation values initiate a conversation regarding the intensity of the connection with the intended variable, and this intensity is assessed based on the deviation of the value from zero. A positive sign signifies a direct relationship, whereas a negative sign indicates an inverse relationship.

The statistical importance of the data is assessed through the utilization of the P value, aiding in the detection of discrepancies within the gathered data.

A significance level denoted by $P = 0.01$ suggests an error of 1% within the observed data. The presence of a noteworthy positive correlation among the variables under scrutiny is evident from all the values presented in table 4.2. This serves as an indicator that additional research in this domain is warranted.

TABLE 4.2: Pearson Correlations

	POQ	JD	EL	IP
POQ	1			
JD	.204**	1		
EL	.337**	.944**	1	
IP	.909**	.057	.116*	1

**The correlation holds significance at the 0.01 level (two-tailed).

*The correlation is statistically significant at the 0.05 level (two-tailed)

In research and statistical analysis, it is of paramount importance to ensure the reliability and interpretability of the models we build, particularly when we are examining the relationships between various variables.

This quest for reliability and accuracy often leads us to assess the presence of collinearity among our predictor variables, as it can significantly impact the validity of our statistical models.

Pearson correlations are a widely used statistical tool for assessing the degree of linear association between pairs of variables, with values ranging from -1 to 1. A positive value indicates a positive linear relationship, while a negative value suggests a negative linear relationship. Table 4.2 presents the correlations between the variables. The mentioned table also highlights alterations in magnitude when there are shifts in other variables. A substantial and positive association is observed between perceived Overqualification and individual performance, indicated by a correlation coefficient(r) 0.909** at a significance level of $p < 0.01$.

The informative correlation table further demonstrates a meaningful positive link between perceived Overqualification and job dissatisfaction, with a correlation

coefficient of 0.204** at $p < 0.01$. A positive, yet not statistically significant, connection is noted between perceived job dissatisfaction and individual performance, with a correlation coefficient of $r = 0.057$.

Empowering Leadership exhibits a noteworthy and favorable correlation with project individual performance, with a correlation coefficient of $r = 0.1160*$ at a significance level of p less than 0.01. The correlation is evident in Table 4.2, indicating a positive and meaningful connection between empowering leadership and individual performance, with a correlation coefficient of 0.116* at $p < 0.01$.

It is observed that the table reveals numerical values ranging from -1 to 1, with varying degrees of correlation between the variables. Notably, we see a range of correlation values, including values greater than 0.7 and values close to 1. The presence of such significant correlations among the predictor variables raises concerns of collinearity.

Collinearity is a condition where two or more independent variables in a regression model are highly correlated, which can pose challenges in model interpretation and reliability (Fox and Monette, 1992).

To address collinearity in this study, VIF (Variance Inflation Factor) test is carried out as suggested by Thompson et al. (2017). The literature says that mentioned conditions must be true which indicates absence of collinearity which are: Tolerance must be greater than 0.2, VIF must be less than 5.0, Eigen values must not be close to zero, Condition index values must be less than 15 (O'Brien, 2007).

TABLE 4.3: Coefficients

Model	Collinearity Statistics	
	Tolerance	VIF
POQ	.971	1.030
JD	.832	1.202
EL	.854	1.171

The VIF results also indicates absence of collinearity in the light of literature as Tolerance value in Table 4.3 are greater than 0.2 and VIF values are less than 5.0 for all the three predictors POQ, JD and EP respectively. The table 4.4 also shows

TABLE 4.4: Collinearity Diagnostics

Model	Dimension	Eigenvalue	Condition Index
1	1	3.843	1.000
	2	.124	5.557
	3	.127	6.562
	4	.098	7.941

Eigen values are not close to zero and CI for all the three predictors are less than 15 so, from the VIF test we can say that there are no signs of collinearity and data is reliable and regression model can be further accessed and investigated.

4.3 Regression Analysis

The purpose of using regression analysis is to reveal the real relationship between the variables. Regression is a statistical method developed by [Altman and Krzywinski \(2015\)](#) for quantifying the actual relationship between variables. Various approaches are employed to assess the relationship between IV and DV.

It's understood that relying solely on correlation is insufficient for predicting the interplay between variables and grasping the actual nature of their relationship, including the extent to which one variable is reliant on another.

The absence of multicollinearity is evident in the correlation analysis results, where the correlation coefficients remained below 1. Table 4.5 presents the results. In

TABLE 4.5: Perceived Overqualification and Individual Performance

Predictors	β	R^2	Adjusted R^2	F	T	Significant (P)
POQ	1.37	0.82	0.826	1879.38	43.35	0.00

this table, the summary of model is presented, providing metrics such as R^2 , adjusted R^2 , and β , which indicates the change in one variable in response to a unit change in another variable. The R^2 value quantifies the variance in the DV

attributed to the IV. The adapted form of R^2 , known as Adjusted R^2 , has been refined to account for the count of predictors within the model.

Within this investigation, the correlation coefficient $R=1.379$ reflects the level of association between POQ and IP. The R^2 , value, which stands at 0.827, denotes that approximately 82% of the variation can be attributed to the variables, while the Adjusted R^2 having 0.826 value shows that 82.6% of the variance can be accounted for. The t-value is 43.352 and the F-value is 1879.81. The coefficients yield crucial insights into the predictive impact of POQ on IP. The significance value presented in the Table 4.3 offers insight into whether perceived overqualification holds statistical significance within the model. With a significance value of $sig = 0.000$, it is evident that perceived overqualification bears a statistically significant relationship with individual performance.

Here $P = 0.00$ which shows significant relationship between IV and DV that are POQ and IP. Furthermore, the data analysis reveals that the β value is 1.379, indicating a positive relationship between Perceived Overqualification and Individual Performance. This aligns with findings from the Literature Review, where it's highlighted that Perceived Overqualification can have both positive and negative effects (Debus et al., 2023).

H1: Perceived overqualification has significant relationship with Individual performance in project teams. **(Supported)**

TABLE 4.6: Perceived Overqualification and Job Dissatisfaction

Predictors	β	R^2	Adjusted R^2	F	T	Significant (P)
POQ	.29	0.42	0.39	17.16	4.41	0.00

Perceived overqualification has been observed to exhibit a prominently positive connection with job dissatisfaction at a significant level of $P=0.000$. Our substantial findings clearly elucidate this relationship ($\beta = .292, t = 4.413, p = .000$). A constructive association between perceived overqualification and job dissatisfaction is evident. Individual having feelings of perceived overqualified experiences job dissatisfaction.

H2: Perceived overqualification has significant relationship with Job dissatisfaction in project teams. **(Supported)**

TABLE 4.7: Job Dissatisfaction and Individual Performance

Predictors	β	R^2	Adjusted R^2	F	T	Significant (P)
JD	-0.14	0.03	0.01	1.30	-6.57	0.00

Table 4.7 displays significant outcomes in regard to the relationship between JD and IP. The analysis reveals a substantial negative correlation between these two variables ($\beta = -0.142, t = -6.575, P = 0.00$) indicating that as job dissatisfaction increases, individual performance tends to decrease. This suggests that there is an inverse association between job dissatisfaction and individual performance within the context of the study.

H3: Job dissatisfaction has a significant effect on Individual performance in project teams team members. **(Supported)**

4.4 Mediation Role of Job Dissatisfaction

The mediator variable serves as the bridge that connects the IV with the DV. In this particular study, a single mediator, which is job dissatisfaction, is utilized to establish a coherent link between perceived overqualification and individual performance.

TABLE 4.8: Mediation Analysis

	β	SE	T	P
Perceived Overqualification → Individual Performance	1.42	0.03	45.99	0.00
Perceived Overqualification → Job Dissatisfaction	.29	.07	4.14	0.00
Job Dissatisfaction → Individual Performance	-0.14	0.02	-6.57	0.00

N=396

The regression coefficient provided is unstandardized. A bootstrap sample size of 5000 was utilized. LL represents the lower limit, CI stands for confidence interval, and UL denotes the upper limit. The sample size for this analysis is $N=396$.

The mediation test was conducted using the PROCESS V3.3 macro tool, which was developed by Andrew F. Hayes. In our analysis, job dissatisfaction functions as the mediator, and therefore, we employed Model 4 from the PROCESS model templates designed for SPSS and SAS by Andrew F. Hayes in 2013. Here analysis model contains variables denoted as $X = \text{Perceived Overqualification (POQ)}$, $Y = \text{Individual Performance (IP)}$, and $M = \text{Job Dissatisfaction (JD)}$. The size of the sample encompassed 396 participants.

Table 4.8 above highlights the substantial impact of Perceived Overqualification on Individual Performance, indicated by a coefficient of $B = 1.4201$ and a significance value of $P = 0.00$. Perceived Overqualification and Individual Performance exhibit a positive correlation. The connection between POQ and IP is illustrated in Figure 4.1 below.



FIGURE 4.1: Effects of POQ on IP

In Table 4.6, there is an indication of a noteworthy impact of Perceived Overqualification on the mediator, which in this case is Job Dissatisfaction (JD), as evident from the coefficient $B = .2922$ and a significance value of $P = 0.00$. A positive connection is observed between Perceived Overqualification and Job Dissatisfaction. Further information about the relationship between POQ and JD can be found in Figure 4.2 below:

The Table 4.6 outlines the influence of Job Dissatisfaction on Individual Performance. The impact of Job Dissatisfaction on Individual Performance is indicated as negative, with a coefficient of -0.1420 and a significance value of 0.000 . The values presented in the table provide support for the third hypothesis (H3). An



FIGURE 4.2: Effects of POQ on JD

adverse relationship is observed between Job Dissatisfaction and Individual Performance. Additional insight into the relationship between Job Dissatisfaction and Individual Performance is depicted in Figure 4.3 below:



FIGURE 4.3: Effects of JD on IP

4.5 Total Effect

The cumulative impact measures the effect of the Independent variable, which in this case is Perceived Overqualification, on the Dependent variable, which is Individual Performance. The complete influence of Perceived Overqualification on Individual Performance is indicated as 1.4201, and it is statistically significant with a p-value of 0.00.

This implies that approximately 142% of the variance in Individual Performance is attributed to either Job Dissatisfaction or Perceived Overqualification. The bootstrap analysis reveals a lower limit of -1.3594 and an upper limit of -1.480, and notably, there is no inclusion of zero between these limits. Table 4.7 shows the results of indirect and direct effects of IV on DV.

TABLE 4.9: Total Effect of POQ on IP

Total Effect of X on Y					
Effect	SE	T	P	LLCI	ULCI
1.42	.03	45.99	.00	-1.35	-1.48
Indirect Effect of X on Y					
	Effect	SE(Boot)		Boot LLCI	Boot ULCI
JD	-.04	.01		-.06	-.020

4.6 Indirect Effect

The indirect effect refers to the relationship of IV and DV when mediator variable is present between them. Here indirect effect is shown in Table 4.7 where IV is POQ, DV is IP and mediator variable is JD. With the mediator in place, the calculated indirect effect is -.0415. This signifies that in the presence of Job Dissatisfaction as a mediator, Perceived Overqualification accounts for a 4% variation in Individual Performance.

In terms of the bootstrap analysis, here the LL is -0.0652, and the UL is -0.0202. The absence of zero between these limits, in particular, makes it clear that the results are significant.

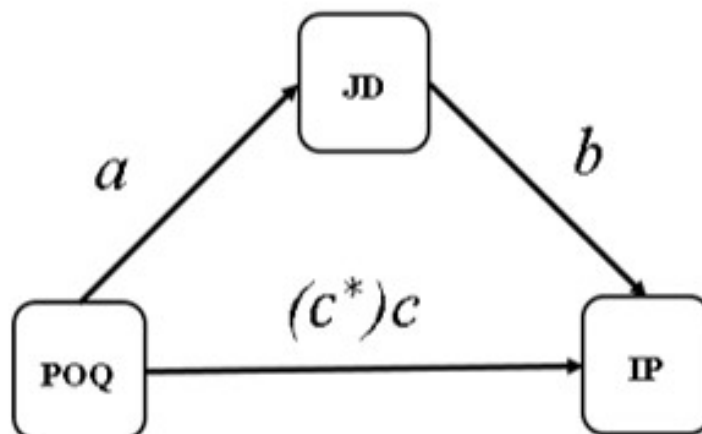


FIGURE 4.4: Mediation Analysis

The Table 4.7 validate hypothesis (H4), demonstrating that Job Dissatisfaction acts as a mediator between Perceived Overqualification and Individual Performance. The depicted figure demonstrates the significance of all paths (a, b, c) and their interconnected effects.

Notably, paths a, b, and c all hold a significance level of 0.00. Furthermore, there is an absence of zero within paths a, b, and c, as indicated by the tables. Hence, the values derived from the analysis align with and practically support the fourth hypothesis concerning mediation.

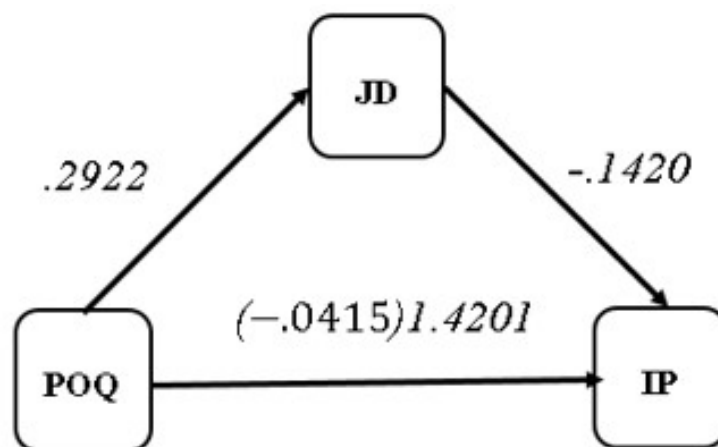


FIGURE 4.5: Mediation Analysis with coefficients

H4: Job dissatisfaction mediates the relationship of Perceived overqualification and individual performance of project team members. **(Supported)**

4.7 Moderation Role of Empowering Leadership

The moderator functions as an enhancer within the research framework, exerting influence over the relationship between the predictor variable and the outcome variable. Hypothesis H5a proposes that Empowering Leadership act as a moderator in the link between POQ and JD within project teams. This implies that when Empowering Leadership is at a higher level, the adverse effect of POQ on job dissatisfaction exhibits reduced strength.

Table 4.8 presents results indicating a significant relationship between Perceived Overqualification and Empowering Leadership. The moderator variable influences

TABLE 4.10: Moderation Analysis

	β	SE	T	P	LLCI	ULCI
Constant	-1.42	.47	-3.01	.00	-2.35	-0.49
POQ	.072	.12	.58	.55	-.17	.31
EL	1.55	0.12	12.39	.00	1.31	1.80
Intl 1	-0.06	0.03	-2.10	.036	-.13	-0.00

N = 396, LL = Lower Limit; UL = Upper Limit; CI = Confidence Interval.

the strength of the link between the predictor and outcome variables, either augmenting or diminishing it. Likewise, there is a noteworthy correlation between empowering leadership and perceived overqualification.

The interaction term (POQ x EL), with a P value of 0.0363, indicating significance as it falls below 0.05. The confidence interval of the interaction term, ranging from -0.1312 to -0.004, along with the lack of zero between the LLCI and ULCI, indicates the presence of moderation.

As a result, the proposed hypothesis H5a, which posits that Empowering Leadership moderates the relationship between Perceived Overqualification and Job Dissatisfaction, receives support.

H5a: Empowering leadership moderates the relationship between Perceived overqualification and Job dissatisfaction in project teams, such that the negative effect of perceived overqualification on job dissatisfaction is weaker when Empowering leadership is high. **(Supported)**

4.7.1 Moderated Mediation

To examine the moderated mediation involving Empowering Leadership's impact on Individual Performance through the introduction of Job Dissatisfaction as a mediator, the PROCESS macro Model 7 was executed. The bootstrap analysis

yielded a lower limit of 0.0019 and an upper limit of 0.0178, revealing an absence of zero between these boundaries. The index indicating the effect of moderated mediation involving Empowering Leadership is calculated as 0.0096.

TABLE 4.11: Mediated Moderation Analysis

Predictors	Index	Boot SE	Boot LLCI	Boot ULCI
Empowering Leadership	0.0096	0.0041	0.0019	0.0178

Upon conducting the moderated mediation analysis, the findings from the analysis indicate that the moderator, namely Empowering Leadership, mitigates the adverse influence of Job Dissatisfaction (the mediator) on individual performance. The absence of zero within the lower and upper confidence interval underscores the significance of the moderated mediating effect of Empowering Leadership. Hence the hypothesis H5b is supported.

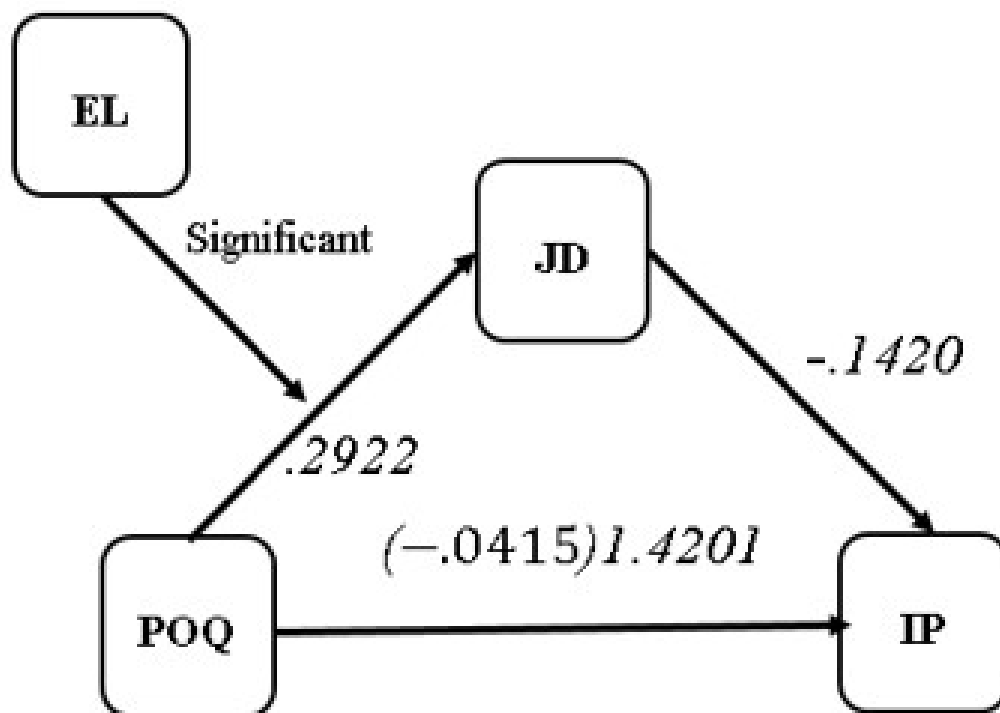


FIGURE 4.6: Moderated Mediation Impact of Empowering Leadership

4.8 Hypothesis Results

TABLE 4.12: Hypothesis Results Summary

Hypothesis	Statement	Results
H1	Perceived overqualification has significant relationship with Individual performance in project teams.	Supported
H2	Perceived overqualification has significant relationship with Job dissatisfaction in project teams.	Supported
H3	Job dissatisfaction has a significant effect on Individual performance of project team members.	Supported
H4	Job dissatisfaction mediates the relationship of Perceived overqualification and individual performance of project team members.	Supported
H5a	Empowering leadership moderates the relationship between Perceived overqualification and Job dissatisfaction in project teams, such that the negative effect of POQ on JD is weaker when Empowering leadership is high.	Supported
H5b	Empowering leadership moderates the relationship between Perceived overqualification and Individual performance in project teams, such that the negative indirect effect of POQ on IP through Job dissatisfaction is weaker when Empowering leadership is high.	Supported

Chapter 5

Discussion and Conclusion

5.1 Introduction

This chapter encompasses an exploration of the study's findings and their implications. It delves into the examination of hypotheses, their validation or refutation, theoretical and practical consequences, the study's strengths and limitations, as well as potential future directions. Additionally, this chapter's goal is to provide a thorough conclusion based on the entire study.

5.2 Discussion

The primary aim of this study is to examine how Perceived Overqualification affects Individual Performance, encompassing an exploration of both the mediating impact of Job Dissatisfaction and the moderating influence of Empowering Leadership. The study's focal points include determining the extent of Perceived Over qualification's impact on both Job Dissatisfaction and Individual Performance. The study also looks for a connection between individual performance and job dissatisfaction. It aims to discern whether an increased sense of perceived overqualification leads to a detrimental effect on Individual Performance. The data for analysis were obtained from various project-based organizations. The analysis reveals a positive correlation between Perceived Overqualification and Individual Performance. Positive correlations were also identified between POQ and JD.

Job Dissatisfaction and Individual Performance showed negative correlation between them. The connection between Perceived Overqualification and Individual Performance was intermediated by Job Dissatisfaction. Empowering Leadership effectively moderates the link between Perceived Overqualification and Individual Performance. The outcomes indicate that Job Dissatisfaction significantly acts as a mediator in the relationship between Perceived Overqualification and Individual Performance. The moderating variable exhibits a significant relationship with both Job Dissatisfaction and Individual Performance.

The study's primary goal was to examine the connection between perceived overqualification and individual performance in Pakistani project-based organizations. Additionally, the interplay between perceived overqualification and individual performance is evaluated, as well as the mediating role of job dissatisfaction. The role of Empowering Leadership as a moderator in the association between Perceived Overqualification and Job Dissatisfaction is assessed.

The study indicates that Perceived Overqualification exerts a detrimental influence on Individual Performance, while concurrently contributing positively to Job Dissatisfaction. This implies the necessity of appropriately recognizing and rewarding employees based on their competencies and expertise to mitigate the emergence of perceived overqualification.

Empowering Leadership is a significant factor in alleviating the effects of perceived overqualification and subsequently enhancing individual performance. To enhance the likelihood of project success through improved individual performance, organizations should prioritize the cultivation of empowered leadership. A detailed analysis of each hypothesis follows.

5.2.1 Employees Perceived Overqualification and Individual Performance

Here $P = 0.00$ which shows significant relationship between IV and DV that are POQ and IP. Furthermore, the data analysis reveals that the β value is 1.379, indicating a positive relationship between Perceived Overqualification and Individual Performance.

This aligns with findings from the Literature Review, where it's highlighted that Perceived Overqualification can have both positive and negative effects (Debus et al., 2023; Khan et al., 2022).

Specifically, in the context of Pakistani public sector organizations, employees who perceive themselves as overqualified tend to exert additional effort to secure and maintain positions that match their qualifications. This ultimately enhances their individual performance. Another contributing factor is the prevailing unemployment situation in the country from which the data is collected.

In Pakistan, there is a scarcity of employment opportunities for recent graduates, prompting them to accept lower-level positions to initiate their careers promptly. Despite being seen as overqualified; they strive to excel in their roles. As a result, the data reflects a positive correlation between Perceived Overqualification and individual performance.

5.2.2 Employees Perceived Overqualification and Job Dissatisfaction

The hypothesis postulating a positive and significant relationship between Perceived Overqualification and Job Dissatisfaction was confirmed. The findings in support of the hypothesis were as follows:

$$\beta = .2922, T = 4.412, P = 0.00$$

The significance values provide strong evidence for the existence of a noteworthy relationship between these variables. The coefficient of 0.292 underscores the correlation between the variables and indicates that a one-unit change in Perceived Overqualification causes 29% increase in Job Dissatisfaction.

The positive sign of the coefficient β signifies a positive correlation between the two factors. These results are corroborated by prior literature and studies. Research by Alfes et al. (2016); Lee (1988) underscores the notion that Perceived Overqualification negatively impacts Job Dissatisfaction. Job Dissatisfaction is influenced by a myriad of factors that are directly or indirectly affected by Perceived Overqualification.

Perceived Overqualification has been linked to a detrimental effect on job satisfaction, as noted by [Sim and Lee \(2018\)](#). Additionally, an employee's mental and physical well-being significantly influences their performance. [Gong et al. \(2021\)](#) arrived at a similar conclusion, emphasizing that Perceived Overqualification or a sense of inadequacy adversely affects mental health and even displays an inverse relationship with an employee's physical well-being. Employees who feel underutilized frequently, feel overqualified for their positions, which can lead to boredom and frustration. This underutilization effect brings to light the inconsistency between their actual competencies and the requirements of their jobs, which can eventually reduce job satisfaction. These results support studies carried out in various organizational settings [Chan \(2019\)](#) and [Johnson and Johnson \(2000\)](#) highlight the applicability of the detrimental effects of perceived overqualification. All these factors are interconnected with the employee's performance, either directly or indirectly. In such situations, employees find it challenging to concentrate on their tasks, ultimately affecting their overall performance. The results emphasized the adverse influence of perceived overqualification on job satisfaction, revealing insights into underlying mechanisms like skill underutilization and decreased engagement. These findings align with supporting theory that highlights the damaging effect of perceived overqualification on Job Dissatisfaction.

5.2.3 Employees Job Dissatisfaction and Individual Performance

Table 4.5 displays significant outcomes in regard to the relationship between JD and IP. The analysis reveals a substantial negative correlation between these two variables

$$\beta = -0.142, t = -6.575, P = 0.00$$

indicating that as job dissatisfaction increases, individual performance tends to decrease. This suggests that there is an inverse association between job dissatisfaction and individual performance within the context of the study. This outcome suggests that individuals who experience higher levels of job dissatisfaction are

likely to have lower levels of individual performance in the context of the project teams being studied. The more dissatisfied individuals are with their job, the more it seems to impact their ability to perform effectively within the team.

These results have implications for both research and practice. From a research perspective, they provide empirical support for the notion that job dissatisfaction can have a detrimental effect on individual performance in project teams. This finding aligns with previous literature that highlights the negative consequences of job dissatisfaction on various work-related outcomes. From a practical standpoint, these results underscore the importance of addressing job dissatisfaction within project teams. By enhancing job satisfaction through appropriate interventions, organizations can potentially enhance individual performance and contribute to overall team effectiveness. This could involve strategies such as improving working conditions, providing opportunities for skill development, and fostering a supportive and empowering work environment.

In conclusion, the findings from Table 4.5 reveal a significant negative correlation between job dissatisfaction and individual performance within the context of the study's project teams. This outcome highlights the significance of addressing job dissatisfaction to promote better individual performance and overall team success.

5.2.4 Job Dissatisfaction Mediates the Relationship of Perceived Overqualification and Individual Performance

The proposed hypothesis was validated, revealing that Job Dissatisfaction acts as a mediator in the relationship between Perceived Overqualification and Individual Performance. The significance of the hypothesis's outcomes is evident from the absence of zero between the upper and lower limits of the unstandardized regression coefficient ($-0.06, -0.02$).

Additionally, the bootstrapped 95% confidence interval for the indirect effect of the connection between Perceived Overqualification and Individual Performance through Job Dissatisfaction also excludes zero. This emphasizes that Job Dissatisfaction indeed mediates the relationship between Perceived Overqualification and Individual Performance.

According to [De Menezes and Kelliher \(2017\)](#) perceived overqualification increases the Job Dissatisfaction that marks negative effect on Individual Performance. The research offers proof that within project teams, the link between perceived overqualification and individual performance is mediated by job dissatisfaction. The analysis indicates that individuals who perceive themselves as overqualified tend to encounter job dissatisfaction, which then impacts their performance within the project team environment. This intermediary influence strengthens the concept that job dissatisfaction acts as a conduit connecting perceived overqualification to decreased individual performance. This discovery aligns with prior investigations into the association between job dissatisfaction and job performance.

Employees are the fundamental assets within a project. Any adverse impact on their performance directly influences the project's or organization's overall performance. Job Dissatisfaction, which detrimentally affects Individual Performance, can consequently drive the project toward failure or cast a negative influence on Individual Performance.

5.2.5 Empowering Leadership Moderates the Relationship of Perceived Overqualification and Job Dissatisfaction

The interaction term (POQ x EL), with a *P*value of 0.0363, indicating significance as it falls below 0.05. The confidence interval of the interaction term, ranging from -0.1312 to -0.004, along with the lack of zero between the LLCI and ULCI, indicates the presence of moderation. The results reveal a substantial correlation between Perceived Overqualification and Empowering Leadership, signifying a meaningful association between the two constructs. This finding underlines the importance of considering the potential influence of Empowering Leadership in understanding the effects of Perceived Overqualification on other outcomes.

In this context, Empowering Leadership acts as a moderator, potentially enhancing or diminishing the impact of Perceived Overqualification on Job Dissatisfaction. Notably, the correlation between empowering leadership and perceived overqualification is of significance, implying that this interaction could play a crucial role in

shaping individuals' experiences within the workplace. To further investigate the moderating effect, the interaction term (POQ x EL) and its associated P value was analyzed. The interaction term's P value of 0.0363 is below the conventional threshold of 0.05, indicating statistical significance. This suggests that the interplay between Perceived Overqualification and Empowering Leadership does indeed have a notable effect on the relationship between Perceived Overqualification and Job Dissatisfaction.

The confidence interval of the interaction term is also a crucial indicator of moderation. Ranging from -0.1312 to -0.004 , this interval signifies the potential range within which the true effect lies. Importantly, the interval doesn't include zero between the lower limit (LLCI) and the upper limit (ULCI). This exclusion of zero further supports the presence of moderation and reinforces the idea that Empowering Leadership's influence on the relationship between Perceived Overqualification and Job Dissatisfaction is substantive.

In conclusion, the outcomes of this analysis provide robust support for hypothesis H5a. The evidence suggests that Empowering Leadership plays a vital role in shaping the interaction between Perceived Overqualification and Job Dissatisfaction. The findings emphasize the need to consider leadership styles and practices as important contextual factors that can potentially alleviate the negative effects of Perceived Overqualification on employees' job satisfaction. This aligns with the growing understanding of the intricate dynamics that contribute to individuals' experiences in the workplace and offers valuable insights for organizations striving to enhance employee satisfaction and performance.

5.2.6 Moderated Mediation

Index of moderated mediation effect the Empowering Leadership is 0.0096. Personnel constitute the essential resources within a project, and any detrimental effect on their performance directly reverberates throughout the entirety of the project or organization. The negative repercussions of Job Dissatisfaction on Individual Performance can, in turn, propel the project toward failure or exert an adverse impact on the performance of individuals.

The analysis's findings confirmed the widely held theory, showing that empowering leadership does, in fact, play a crucial role in determining how perceived overqualification and individual performance are related. According to earlier research, perceived overqualification had a less negative effect on individual performance when job dissatisfaction was high (Zhang and Bartol, 2010; Zhu et al., 2022). This emphasizes the importance of managers who promote an environment of empowerment by giving staff members freedom, encouragement, and chances to develop their skills.

Empowering leadership has been demonstrated to effectively facilitate employee development, engagement, and a feeling of ownership in their tasks. The findings of this study align with prior research, suggesting that empowering leadership has the potential to enhance job satisfaction, motivation, and performance (Aga et al., 2016). The moderation effect described in this study also emphasizes the significance of leadership traits in determining how staff members react to difficult situations like perceived overqualification.

The study contributes to our understanding of the dynamic interactions among perceived overqualification, empowering leadership, job dissatisfaction, and individual performance within project teams. It is postulated that Empowering Leadership acts as a moderator in the indirect influence of perceived overqualification on individual performance via job dissatisfaction. The substantiated empirical data supporting this assertion holds significance for both theoretical frameworks and practical applications. The results highlight the crucial role of leadership in determining how staff members react to complex work situations like perceived overqualification and highlight the potential benefits of using an empowering leadership style in project team settings.

5.3 Practical and Theoretical Implication

This study brings a fresh perspective to the existing literature by examining perceived overqualification in combination with different variables. The factors that were examined and tested with Perceived Overqualification were burnout, counterproductive work behavior, and turnout (Chen et al., 2021; Khan et al., 2022).

This study holds notable importance in advancing the contributions within the project management domain's existing literature. Its importance stems from being a study that investigates the impact of Perceived Overqualification on Individual Performance, especially within the context of Pakistan. The data collection process involved distributing questionnaires in Project-based organizations, with a specific focus on Public Sector Government organizations. Among the received questionnaires, 396 were chosen for the analysis. This study significantly contributes to the comprehension of project-based organizations in the current body of literature by exploring the intermediary function of Job Dissatisfaction between Perceived Overqualification and Individual Performance.

The study's findings hold substantial practical significance as they delve into the correlation between Perceived Overqualification and Individual Performance. This research offers valuable insights and recommendations for Project managers and senior management. Specifically, it suggests that to enhance employee performance, the adoption of Empowering Leadership is advisable due to its positive influence on Individual Performance and its ability to mitigate feelings of perceived overqualification. This study has investigated novel relationships that hold significant importance, particularly within the context of fostering an environment for emerging organizations. These newfound relationships carry substantial advantages.

The importance of addressing perceived overqualification within project teams is increased by this study. Overqualified employees might struggle with feelings of underutilization and dissatisfaction, which can then affect their performance. Empowering leadership is in place to mitigate the adverse impact of perceived overqualification on job dissatisfaction and, subsequently, on individual performance. The importance of developing empowering leadership skills to improve team dynamics and overall project outcomes is highlighted by this finding, which highlights the need for leadership development initiatives.

This study has added significant value to the current body of literature by underscoring the detrimental effect of Perceived Overqualification on Individual Performance. Furthermore, it illuminates the substantial influence that the feeling of being overqualified can exert on employee performance.

Additionally, the study has delved into the crucial role of Empowering Leadership in moderating the connection between perceived overqualification and Individual Performance. The incorporation of this distinctive variable elevates the importance of this study within the existing literature.

This study holds relevance not only for subordinates but also for supervisors and senior management. It assumes significance within the context of Pakistan's challenge in achieving project scope and success. The research underscores the importance of appropriately acknowledging employees' skills and qualifications. It suggests that suitable rewards such as salaries, raises, benefits, acknowledgments, and accolades should be provided to prevent the development of perceived overqualification and dissatisfaction among employees. These efforts are crucial to mitigate the adverse impact on Individual Performance and, by extension, on overall Project Performance.

5.4 Limitations of Research

Although every effort was made to overcome the limitations while conducting this study, there are still some. Every study has some drawbacks because it is impossible to address every drawback in a single study. This study has addressed certain gaps, and concurrently, it possesses certain limitations and reservations.

A significant limitation of this research lies in the constraints imposed by time and resources. The data collection process was confined to a specific time frame due to these limitations. Moreover, the data was solely collected from Project-based organizations situated in Islamabad and Rawalpindi, with an exclusive focus on these two cities. The outcomes could have potentially been enhanced if data were sourced from other regions across Pakistan, thus resulting in more comprehensive and refined results.

Given the constraints of a restricted timeframe, collecting data individually from Technical and Non-Technical Employees posed a considerable challenge. Another constraint arose from the use of convenience sampling, which involves collecting data randomly from a sizable population. The busy schedules of employees resulted

in their lack of concentration while responding to the survey. Convincing them to provide their responses proved to be a notably arduous task.

Owing to the prevailing high-power culture, the obtained results deviate from initial expectations and prior literature. Consequently, their applicability beyond the Pakistani context might be limited. These outcomes cannot be extrapolated to other nations. Therefore, these constraints should be removed, and data should also be gathered from more Pakistani cities. Other sampling methods should be used to properly target the population and obtain the desired results when gathering data.

5.5 Future Research Directions

This study investigates the effect of Perceived Overqualification on both Job Dissatisfaction and Individual Performance. In future research, other dimensions of these variables could be investigated using alternative mediators that influence employee individual performance. There are still numerous uninvestigated avenues for further investigation. The assumption that Job Dissatisfaction negatively mediates the link between Perceived Overqualification and Individual Performance has been refuted. To gain a more comprehensive understanding, this assumption should be re-evaluated across diverse Project Management domains and other departments. It would also be beneficial to study this with a broader population, requiring a re-evaluation of all assumptions. The data collection was limited to R&D and applications labs of public sector organizations in Islamabad and Rawalpindi, with a sample size of 396, which might not be representative enough to generalize the findings to the entire country accurately.

Due to time constraints, this study only examined one moderator. However, future researchers have the opportunity to adapt the model and investigate additional variables that impact both Job Dissatisfaction and Individual Performance. It is suggested that further investigation could involve testing the same model while introducing another moderator, such as Transformational Leadership and workplace undermining.

Moreover, it is recommended to assess this model by incorporating an additional variable in diverse sectors of Project-based organizations, such as Infrastructure or construction-focused Project based organizations.

5.6 Conclusion

The focus of this study was to investigate the relationship between Perceived Overqualification and Individual Performance in Project-based organizations located in Islamabad and Rawalpindi. Data collection was achieved through a questionnaire survey administered within RD and applications labs. The primary goal was to understand the impact of Perceived Overqualification on Individual Performance, taking into account the potential mediating role of Job Dissatisfaction and the moderating influence of Empowering Leadership.

A total of approximately 1000 questionnaires were disseminated, yet only 396 fully completed questionnaires were considered for analysis, as they furnished all the requisite information. The statistical analysis was conducted using SPSS 26 to assess the model's reliability and fitness, both of which were found to be suitable. The hypotheses find support within the context of the Relative Deprivation Theory. The primary significance of this study rests in comprehending the impact of Perceived Overqualification on Individual Performance, while also considering the mediating effect of Job Dissatisfaction. Additionally, the study explores the moderating function of Empowering Leadership in the relationship between Perceived Overqualification and Job Dissatisfaction.

This study entailed the examination and validation of six hypotheses within the Pakistani context. Among these hypotheses, it was determined that Perceived Overqualification had a positive impact on both Individual Performance and Job Dissatisfaction. Moreover, Job Dissatisfaction exhibited a negative correlation with Individual Performance. The investigation further unveiled the role of Job Dissatisfaction as a detrimental mediator between Perceived Overqualification and Individual Performance. Additionally, Empowering Leadership assumed a moderating function in the connection between Perceived Overqualification and Individual Performance. The analysis was carried out using SPSS, and the results

indicated that Empowering Leadership played a role in moderating the relationship. All six proposed hypotheses found support within the Pakistani context, aligning with the existing literature.

Limitations are inherent in every research endeavor. One significant constraint in this study was the somewhat restricted dataset sourced solely from Project-based organizations situated in Rawalpindi and Islamabad. While this study delved into various facets of Perceived Overqualification, there exist additional dimensions that await exploration. To mitigate this, future research efforts should explore the utilization of alternative mediators, like workplace undermining, social undermining, social injustice, or frustration. Furthermore, potential moderators such as Transformational Leadership and humble Leadership should be investigated in subsequent studies.

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Appendix A

Research Questionnaire

Respected Respondent,

I attend Capital University of Science and Technology in Islamabad where I study MS Project Management. I'm researching whether perceived overqualification affects job dissatisfaction and taking into account the moderating impact of Empowering leadership leading to more opportunities to enhance Individual Performance that unquestionably aids in project success.

I need your insightful feedback on this. Please set aside a short amount of time. I can assure you that this information is kept private and used only for academic purposes. It won't be disclosed to anyone. It is not necessary to give your name. I'm grateful.

Sincerely,

Muhammad Bilal Rashid
MS Research Scholar
FOMS, CUST Islamabad

Demographics:

Gender	1	2
	Male	Female

Education	1	2	3	4	5
	Matric(10yrs)	DAE(12yrs)	BS(16yrs)	MS(18yrs)	PhD

Age	1	2	3	4	5
	18-24	25- 34	35- 44	45 - 54	55 or More

Job Status	1	2
	Contractual	Permanent

Role in Projects in terms of Pay-scale					
1	2	3	4	5	6
Operator	Assistant	Sub-Engineer	SW Developer	Scientist	Technical

Experience in Projects	1	2	3	4	5
	1-3	4-7	8-11	12-15	Over 15

Job Tenure with present organization(yrs.)	1	2	3	4	5
	1-2	3-4	5-6	7-9	Over 10

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), Strongly Agree (SA)

Please tick the relevant choices: 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

1. Perceived Overqualification

Sr. No	POQ	1	2	3	4	5
		SD	D	N	A	SA
1	My job makes use of my skills and abilities.					
2	I feel that I am performing below my level of competence in this job.					
3	I feel that I am overqualified for my current job.					
4	I feel that I am not living up to my potential in this job.					
5	I feel that my education and/or training are not being fully utilized in this job.					
6	I feel that I have more skills than are required to perform my job.					
7	I feel that my abilities are not being fully utilized in this job.					
8	I feel that my job is not challenging enough for me.					
9	I feel that I could easily perform a more demanding job than the one I currently have.					

2. Individual Performance

Sr. No.	IP	1	2	3	4	5
		SD	D	N	A	SA
1	I'm an effective employee					
2	My colleagues see me as a very productive employee					
3	I am satisfied with the quality of my work					
4	My superior sees me as an effective employee					

3. Job Dissatisfaction

Sr No.	JD	1	2	3	4	5
		SD	D	N	A	SA
1	I don't like my job.					
2	I feel bored with my job.					
3	I don't feel satisfied with my job.					
4	I don't enjoy my job.					
5	I don't find my job interesting.					
6	I don't feel challenged by my job.					

4. Empowering Leadership

Sr No.	EL	1	2	3	4	5
		SD	D	N	A	SA
1	My project manager helps me understand how my objectives and goals relate to that of the company					
2	My project manager helps me understand the importance of my work to the overall effectiveness of the company.					
3	My project manager helps me understand how my job fits into the bigger picture.					
Fostering participation in decision making:						
4	My project manager makes many decisions together with me.					
5	My project manager often consults me on strategic decisions.					
6	My project manager solicits my opinion on decisions that may affect me.					
Expressing confidence in high performance:						
7	My project manager believes that I can handle demanding tasks.					

8	My project manager believes in my ability to improve even when I make mistakes.					
9	My manager expresses confidence in my ability to perform at a high level.					
Providing autonomy from bureaucratic constraints:						
10	My project manager allows me to do my job my way.					
11	My project manager makes it more efficient for me to do my job by keeping the rules and regulations simple.					
12	My project manager allows me to make important decisions quickly to satisfy customer needs.					

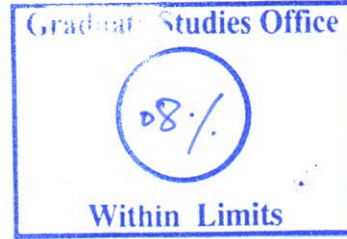
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