Experiencing the Impact of Leadership Competencies on the Performance of Projects, The Mediating Effect of Job Satisfaction

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<th>ABSTRACT</th>
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<td><strong>Purpose:</strong> This research aimed to determine leadership competencies (emotional, managerial, and intellectual) on Punjab police project performance (Pakistan). In addition, the study attempted to see if job satisfaction had a mediation effect on the association between Leadership Competencies and project performance.</td>
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**Design/Methodology/Approach:** The study used quantitative approach. Data was collected from 151 members of the Punjab Police Lahore Safe City in Pakistan using a questionnaire and structural equation modeling technique used to study the model.

**Findings:** This research has a wide range of implications on a scholastic and managerial level. According to the findings, job satisfaction among team members is associated with leadership competency (managerial, emotional, and intellectual competency), as well as "personal growth and development, supervision-human ties, and advancement chances and compensation." The results also demonstrate that intellectual leadership competency can improve team member interactions and strengthen team leader-team member ties by improving interconnectivity.

**Implications/Originality/Value:** This study is the first to existing empirical evidence supporting the anticipation of considerable advantages from strengthening the competency of police project leaders. This paper adds significant value to the relevant body of knowledge by establishing a correlation between leadership skill, job satisfaction, and project performance.

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Introduction

The importance of performance leadership has been emphasized in public administration and society since the beginning of the twenty-first century (Pollitt & Bouckaert, 2011), founded on the premise that if service efficiency is enhanced, the community would be more pleased with overall government performance. Furthermore, public attitudes about the police have been a critical topic in the criminal justice literature (Colquitt, LePine, Piccolo, Zapata, and Rich, 2012). As it is a well-known global phenomenon that every law enforcement or state, police officials play an essential role as the first security counter to violence ad insurgencies. The shift to a community-oriented policing (COP) framework has allowed the police to extend their part of law fighting and maintain order and ensure citizens' safety (Goldstein, 1997).

Leadership over 7,000 years ago was relevant as a social problem, but it remains an unclear meaning and existence. Management, oversight, and management, despite their distinctions, are interchangeably used "(House and Aditya, 1997; House and Podsakoff, 1994; Meese and Ortmeier, 2004)". (Bass 1990) states that leadership concepts are just as numerous as those who have attempted to address the term in one of the landmark reflections of management & science. Beyond the typical authoritarian style, police officials use many leadership and supervision techniques (Adlam, 2002; Engel, 2001, 2002). Subordinates prefer "more recognized, participatory techniques" (Witte et al., 1990), and research findings suggest police officers are just as open-minded (Hoover and Mader, 1990). Furthermore, many people believe that revamping police systems is similar to "bending granite" (Crank, 2004; Rowe, 2006).

The literature on police leaders, with some remarkable exceptions, either has attentive on the possible application of general structural and theoretical leadership in police context or on the broader definition of how supervisors conduct their duties in police offices "(Haberfeld, 2006; Mese and Ortmeier, 2004)". Less was achieved in the institutional and educational sense of police leadership. The present research is often restricted by scholars' organizational principles and statistical techniques, which lead to conflicting results (Mastrofski, 2006). In the shaping of the organization context and developments in policing organizations, the role of policemen (formal leaders) is widely agreed (Engel, 2001, 2002; Trojanowicz, 1980; Engel and Worden, 2003; Trojanowicz, 1980). While there may be strong forces developed and shaped in external influences (Maguire, 2003) and police organization culture (Kappeler et al., 1998), the ton of supervisors within the organization often plays an essential part in these systems (Adlam, 2002).

The study's area is limited to the Lahore district. The executive branch's police force consists of 8779 officers, including 98 inspectors, 413 sub-inspectors, 761 sub-inspector investigators, 1109 head constables, and 6398 constables. According to Police Rules, the ranks/field formation is further subdivided into upper subordinates (U/S) and lower subordinates (L/S). Inspector (IP) and sub-inspector (SI) are the upper subordinates, although assistant sub-Inspector (ASI), Head Constable (HC), and Constable (Con) are the lower subordinates. Field creation is the strength in charge of enforcing and maintaining the law and orders. Police Stations (PS) are the minor units in an amount of crime prevention. Police have always been short on funds to tackle violence, terrorism, and other law enforcement-related crimes. Police have always been short on funds to tackle violence, terrorism, and other law enforcement-related crimes. As a result, it has to deal with a variety of issues. Job overload, work environment, lively media, court and public pressure, position uncertainty, role overload, leadership styles, and other problems are among them. Several factors influence project performance among police officers in the Lahore division, but job satisfaction as a mediator of leadership competencies is addressed and analyzed in this report.

More than 60 years of research have been carried out to understand the management of projects, yet some of the projects have been finished successfully (Judgev & Muller, 2005). A good amount of research has been done to know the relation and match among project features and relevant
success factors (Shenhar & Dvir, 1996). Until this impression was recognized and explored in the framework of the project, the level of leadership for an organization's performance had long been known as a success factor (Pines, Dvir & Sadeh, 2009).

In Pakistan, no research has ever been conducted to evaluate the "impact of leadership abilities on police project performance." The purpose of this study is to determine how project managers' leadership abilities affect the effectiveness of police projects. There is a research gap between leadership abilities and the execution of police projects. This study will help to narrow the gap between these two factors and investigate the mediating role of job satisfaction in determining the project's performance rate.

Literature Review
Theories of Leadership
Since it includes emotional perception, behaviors, and qualifications, the theory of competence synthesizes all previous ideas. As a result, leadership competencies represent the skills, experience, and behavior used by different organizations to assess and strengthen their leaders.

Leadership in Policing
The use of leadership to improve organizational efficiency has received widespread support. Unfortunately, though, the effect of a project leader and their leadership on project performance has been largely unnoticed in the literature on project success factors (Turner and Muller, 2005). Furthermore, under current criminal justice scholarship, law enforcement officials and leadership are understudied (Schafer, 2010).

Many definitions of competency today include attitudes, activities, work habits, talents, and personal attributes in addition to expertise and skills (Winterton, 2005). Results of the study shows team member work satisfaction is associated with leadership competency in terms of academic, administrative, emotional, and social competency, as well as "personal growth and development, supervision-human relations, and promotion opportunities and compensation."

Leadership Competencies and Project Performance
The project leader's top qualities have a positive influence on the project's progress, and at any time, they can be acquired and improved. "Communication skills, problem-solving and decision-making skills, teambuilding skills, conflict-resolution skills, preparation and goal-setting skills, sense of duty, and time management skills are the seven leadership skills that a successful project manager possesses." (Ngiri 2012) investigated the impact of "leadership skills on the performance of community-based country development projects in Murang'a County's Murang'a South District. (Huwein 2013) looked into a project manager's soft leadership skills on project performance using the Sinov Construction Company as a case study.

Leadership Experience and Project Performance
Aidah (2015) looked at how preparation and experience affected employee efficiency in the Ugandan telecommunications industry. Isaboke (2015) investigated the impact of leadership experience in water resource users' associations on water resource management in the Mount Kenya region. (Hunter 2013) investigated the association between work experience and job efficiency for Corporate Staffing Services Ltd.

Mediating Role of Job Satisfaction
Job Satisfaction is measured to influence various essential employees and the organization outcomes, including job efficiency, wellness, and productivity (Spector, 2008). Employees and organizations all benefit from job satisfaction. In Kula Lumpur, Malaysia, Soltani, Al-taha,
Mirhusseini, and Mortazavi (2015) investigate the impact of environmental factors on work satisfaction in the auto industry.

According to research (Herzberg et al. (2011); Tan & Waheed, 2011), work satisfaction is U-shaped in age, with higher satisfaction levels among new hires, decreasing over time as the employment period increases and gradually increasing again as the employment period increases. Highly qualified workers are happier with their jobs than those who are less trained. It is because highly skilled workers get better jobs than those who are less capable (Verhofstadt et al., 2007). Müller and Turner (2007) found a positive relationship between project management experience and project success, stating, "Older project managers give higher importance to teambuilding than their younger colleagues." They also found a positive relationship between project manager age and project success.

Job Satisfaction and Project Performance
Yang and colleagues (Yang, Yen, & Chiang, 2012) examined which factors influence employee work satisfaction and project success in a study of police units. Project managers who desire to achieve employee job satisfaction may increase employee motivation and morale, as well as project performance quality. Job satisfaction was discovered to be a mediator in the link between leadership Competency and project performance (Yang et al., 2012).

Theoretical Framework & Hypothesis Development
Following hypotheses have been drawn from the literature used in this study and tested:
H1. Leadership competencies have a positive impact on project performance.
H2. Leadership competencies have a positive impact on job satisfaction.
H3. Job satisfaction can act as a mediating role among the competencies of leadership and the performance of police projects.

Sub Hypothesis
Hypothesis 1a (H1). The EQ of the leadership competence significantly positive effect on the police project performance.
Hypothesis 1b (H2). The MQ of the leadership competence significantly positive effect on the police project performance.
Hypothesis 1c (H3). The IQ of the leadership competence significantly positive effect on the police project performance.
Hypothesis (H4). Job Satisfaction has significantly positive influences the project performance.
Hypothesis 2a (H5). The EQ of the leadership competence significantly positive effect on job satisfaction.
Hypothesis 2b (H6). The MQ of the leadership competence significantly positive effect on job satisfaction.
Hypothesis 2c (H7). The IQ of the leadership competence significantly positive effect on job satisfaction.
satisfaction.
Hypothesis 3a (H8). Job satisfaction moderating effect significantly has positive support on EQ leadership competence and project performance.
Hypothesis 3b (H9). Job satisfaction moderating effect significantly has positive support on MQ leadership competence and project performance.
Hypothesis 3c (H10). Job satisfaction moderating effect significantly has positive support on IQ leadership competence and project performance.

Research Model of Sub-Hypothesis

![Research Model](image)

Figure 2 Research Model of sub hypothesis of Leadership Competencies, Project performance, Job satisfaction

Research Methodology
Quantitative approach was used with the five-point Likert scale questionnaire "Strongly Agree," "Agree," "Neutral," "Strongly disagree," or "disagree" was used. Non-probability sampling strategies such as convenient and judgmental sampling were utilized in this empirical study. With the population size known, emphasis was placed on the sampling technique. According to (O'Leary 2010), by using the G-power estimation software with an estimated margin of error judged acceptable for this study and a determined confidence range of +/- 5%, a sample size of 129 would appropriately reflect the population mentioned in the target frame and a 95% confidence interval. The participants in the study were employees of Punjab Safe City Authority, a Punjab police department in Lahore, with a population sample of 151 employees from the city. This study used SPSS v.21 to examine the mediation relationship between the study variables, following Andrew F Hayes' Process. These measurements were taken to ensure that the sample was representative of the general population, allowing for a more acceptable and reasonable generalization of findings in this study. G-power formula used for calculating sample size.
Measurements

Operational Research Model

Table 1: Reliability Analysis

<table>
<thead>
<tr>
<th>Variable</th>
<th>Items</th>
<th>Cronbach’s Alpha</th>
</tr>
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<tr>
<td>Leadership-Competencies</td>
<td>09</td>
<td>0.894</td>
</tr>
<tr>
<td>Project Performance</td>
<td>04</td>
<td>0.840</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>06</td>
<td>0.763</td>
</tr>
</tbody>
</table>

Measurement Model

We used the software AMOS (21 versions) to assess the validity of variables and the model's fitness for the objective.

Table 2: CFA Results (Factor Solution)

<table>
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<tr>
<th>Model Fit Factors</th>
<th>CMIN/DF</th>
<th>RMSEA</th>
<th>IFI</th>
<th>TLI</th>
<th>CFI</th>
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<tr>
<td>Initial Values</td>
<td>1.9</td>
<td>0.078</td>
<td>0.89</td>
<td>0.87</td>
<td>0.89</td>
</tr>
<tr>
<td>Final Values</td>
<td>1.4</td>
<td>0.054</td>
<td>0.96</td>
<td>0.95</td>
<td>0.96</td>
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</table>
However, by combining the higher-value error words, it can be improved. The value of chi-square/df (cmin/df) decreases after merging the higher value error terms, but remains acceptable in the threshold estimate (cmin/df = 1.43). The value of RMSEA (root mean square, error of approximation) was initially unacceptable in the threshold estimates because it was greater than 0.06, which is a bad value; however, after adding the value of the higher value error term, the value of RMSEA became 0.054, which indicates a moderate value in the threshold estimates and is acceptable. The IFI’s initial value was less than 0.90, unsatisfactory, but after adding the higher value-error words, the IFI’s value increased to 0.96, which are excellent and lie in the threshold estimates. The Tucker Lewis Index (TLI) was initially unacceptably close to the threshold estimate, but after adjusting for error factors, the value was good and fell within the threshold estimates (TLI = 0.95). The CFI (Comparative Fit Index) was initially less than 0.90, as shown in the threshold table. As seen in Table 2, the value of CFI increases after merging the error terms (CFI = 0.96). The second row, which is located between the threshold estimation, is designated as Excellent Model Fit. As shown in Table 2, all of the above values lie inside the threshold estimation, indicating that our model fit is excellent and dependable.
Reliability Analysis

**Table 3: Reliability Analysis**

<table>
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<tr>
<th>Variables</th>
<th>Items</th>
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<tr>
<td>Leadership Competencies</td>
<td>09</td>
<td>0.891</td>
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<tr>
<td>Employee Performance</td>
<td>04</td>
<td>0.814</td>
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<td>Job Satisfaction</td>
<td>06</td>
<td>0.779</td>
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<tr>
<td>Overall Variables</td>
<td>19</td>
<td>0.854</td>
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Hypothesis 1, without adding the mediator, analyzes the direct association between Emotional Leadership Competency and Project Performance. As evidenced by the regression coefficient and related significance level (= -0.69, p = 0.288), the results do not support this relationship.

**Hypothesis 2** direct relationship between project performance and managerial leadership was analyzed without mediator. The regression coefficient (= -0.17, p = 0.032) and associated significance level (= -0.17) supported this relationship.

![Figure 5 Simple Regression Analysis Model Diagram (AMOS 21 Output)](image)

**Hypothesis 3** Study the direct relationship between Intellectual Leadership Competency and Project Performance without a mediator. As evidenced by the regression coefficient and related significance level (= -0.7, p = 0.361), the results did not support this relationship.

![Figure 6 Simple Regression Analysis Model Diagram (AMOS 21 Output)](image)

**Hypothesis 4** to look into the relationship between emotional leadership skills and job satisfaction. The regression coefficient (= 1.10, p = ***) and associated significance level (= 1.10, p = ***) supported this relationship.
We tested **Hypothesis 5** to investigate the link between managerial leadership competence and job satisfaction. The regression coefficient ($= 0.32, \ p = ***$) and associated significance level ($= 0.32, \ p = ***$) confirmed the existence of this relationship.

We tested **Hypothesis 6** to look into the link between intellectual leadership ability and job satisfaction. The regression coefficient ($= 1.06, \ p = ***$) and associated significance level ($= 1.06, \ p = ***$) supported this relationship.

We tested **Hypothesis 7** to if there is a direct connection between project performance and job satisfaction. The regression coefficient ($= -0.18, \ p = 0.032$) and associated significance level ($= -0.18, \ p = 0.032$) validated this association.

**Hypothesis 08** According to the study, job satisfaction has been proved as a mediator between project performance and emotional leadership competencies. However, according to a 95 percent BC bootstrap regression coefficient ($= -0.049, \ p = 0.133$), there was no mediation, and hypothesis 08 was rejected.
Figure 12 Simple Regression Analysis Model Diagram (AMOS 21 Output)

**Hypothesis 09** According to the study, Job Satisfaction has been identified as mediator between Project Performance and managerial leadership competencies. According to a 95 percent BC bootstrap regression coefficient (\(= -0.036, p = 0.279\)); therefore, hypothesis 09 was rejected.

Figure 13 Simple Regression Analysis Model Diagram (AMOS 21 Output)

**Hypothesis 10** According to the study, Job Satisfaction is a mediator between Intellectual leadership competency and project performance. There was a mediation, as evidenced by a 9% BC bootstrap regression coefficient (\(= -0.082, p = 0.081\)). Hypothesis 10 was accepted.

Figure 14 Simple Regression Analysis Model Diagram (AMOS 21 Output)

**Table 4:** Results on the mediating roles of Job Satisfaction

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<th>IDE</th>
<th>P-VALUE</th>
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<td>Job Satisfaction (\rightarrow) Project Performance (\rightarrow) Emotional Leadership Competency</td>
<td>-0.012</td>
<td>-0.049</td>
<td>0.133</td>
</tr>
<tr>
<td>Job Satisfaction (\rightarrow) Project Performance (\rightarrow) Managerial Leadership Competency</td>
<td>0.036</td>
<td>0.279</td>
<td>0.279</td>
</tr>
<tr>
<td>Job Satisfaction (\rightarrow) Project Performance (\rightarrow) Intellectual Leadership Competency</td>
<td>0.029</td>
<td>-0.082</td>
<td>0.081</td>
</tr>
</tbody>
</table>
Discussion
According to a review of research, the employment of managerial and emotional leadership as a technique of improving organizational performance has received widespread acceptance. However, the impact of a leader's intellectual leadership competency on project performance has been largely neglected in the research on project performance determinants (Yousuf of 2000). Furthermore, within existing criminal justice studies, police commanders and leadership are understudied (Schafer et al., 2010). While the advantages of intellectual leadership have gotten much attention, no previous research in the police has looked into the advantages of leadership competency. An absence of leadership skills is the most typical roadblock to effective police programs. Furthermore, producing more successful leaders requires the capability to overwhelmed challenges within the occupation and within individual officers (Schafer, 2009). As a result, more significant research into the advantages of leadership competency in the police force is needed.

This study is the first to existing empirical evidence supporting the anticipation of considerable advantages from strengthening the competency of police project leaders.

In the police sector, researchers looked into topics like the qualities and behaviors of effective and ineffective leaders, leadership efficacy assessment, leader development, and hurdles to the formation of more effective leaders (Schafer, 2009, 2010). Although, no earlier research has looked at integrated leadership competency qualitatively and how it affects police project outcomes. This research demonstrates the relevance of honing the skills of police project leaders. The study's findings also provide guidelines for improving team member job satisfaction to attain superior project results.

Finding & Implications
This research has a wide range of implications on a scholastic and managerial level.

According to the findings, job satisfaction among team members is associated with leadership competency (managerial, emotional, and intellectual competency), as well as "personal growth and development, supervision-human ties, and advancement chances and compensation." The results also demonstrate that intellectual leadership competency can improve team member interactions and strengthen team leader-team member ties by improving interconnectivity.

The findings also suggest that job satisfaction is a key factor impacting project performance, based on the investigation of hypothesis correlations. Job satisfaction appears to have the ability to efficiently generate intangible assets. Apart from the psychological and financial advantages of job satisfaction surveys, it has been proven that happy employees place more value on the quality of their work. Team members would be more committed to the group, resulting in lower turnover and more production. Because of the crucial role of team commitment, job happiness is a significant incentive for project performance. Previous research has linked team dedication to a critical factor of team performance.

As a result, the outcomes of this study support earlier research, suggesting that job satisfaction can lead to increased team member consistency and effectiveness.

Project managers should seek to promote job satisfaction and provide opportunities for team members to grow and develop, particularly for longer-term and complex projects i.e projects using progressive approaches. Enhancing "job satisfaction, such as supervision-human interactions, advancement opportunities, and compensation is crucial for projects with a bigger workload." Leadership ability is required to include the relevant knowledge and combine the complicated duties that impact project performance. It could explain why project performance is more directly
tied to job contentment. Considering differences in attitudes between Pakistani and other police leaders, "the cause-and-effect relationship between leadership competency and the success of police projects in both countries" may be the same. This study uses actual data to back up the claim that better leadership skills will significantly benefit.

**Emotional, Managerial, and intellectual Implication**

The data shows that managerial and emotional leadership qualities partially directly affect project performance without the mediating effect, whereas intellectual leadership competencies have a full mediating effect on job satisfaction. Every single organization in Pakistan is transitioning to a project-based paradigm.

Many new insights into difficulties relating to the "organizational performance of Punjab police" (Pakistan) have emerged from the present research. The current study is unique and limited in Pakistan, particularly in the security industry, to study the impact of leadership competencies (emotional, managerial, and intellectual) and the mediating function of job satisfaction. Nobody in Pakistan has ever put it to the test. Moreover, by analyzing the mediating effect of work satisfaction on project performance using the SEM, this research aims to push the boundaries of present information in the literature. Finally, this study's findings can be utilized to design guidelines and apply a model developed.

This research can help Punjab police (Pakistan) higher authorities become more aware of their talents and competencies, leading to further development and improvement. The law enforcement must be a self-contained unit within specific parameters. However, they can improve their performance. There should be no interference in departmental decisions, and every cadre should carry out their responsibilities at their level.

**Future Research Directions and Limitations**

The same study might be conducted using the same variables in different parts of the world. Due to the limited time, the research could not be conducted in several cities or places. However, leadership Competencies is a vast issue, and future study might look into these traits and studies from other fragments of the world that could be very useful to project managers in general. Qualitative research is one way that could yield more significant results in the future.

**Conclusion**

This research aimed to determine leadership competencies (emotional, managerial, and intellectual) on Punjab police project performance (Pakistan). In addition, the study attempted to see if job satisfaction had a mediation effect on the association between Leadership Competencies and project performance. The study's empirical results revealed that Leadership Competencies had a significant adverse effect on Punjab police performance. In addition, the data showed the effectiveness of job satisfaction in improving project performance.

Punjab police are thought to be a crucial law enforcement body in Pakistan, charged with ensuring community security. However, it was critical to assess Punjab police performance (Pakistan). As a result, our research has aided in illuminating the aspects that influence their success.

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