

The Impact of Employee Psychological Well-being on Project Success in SGS Inspection Services in Jubail

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1. Chapter 1: Introduction

1.1. Research Background

What does project success mean? As projects become increasingly common in organizations, this question is more relevant than ever. Projects are typically initiated to

create change, such as developing new products, establishing new manufacturing processes, or forming new organizations. Without projects, organizations risk becoming obsolete, irrelevant, and unable to compete in today's business environment. (Shenhar et al., 2001). In the developed world, the knowledge economy plays a significant role, with numerous jobs centered on specialized skills, making employees hard to replace. Thus, retaining and supporting these employees is essential for project success. People spend about a quarter of their adult lives at work, making it a major aspect of life. Therefore, workplace wellbeing is crucial for overall personal wellbeing. (Keeman et al., 2017) Experiencing a high level of wellbeing is linked to various positive organizational attitudes, such as superior work performance, low turnover intentions, low actual turnover, greater effort and thought put into work, less absenteeism, and fewer work-related injuries. Since work impacts wellbeing and wellbeing is crucial for project success, it is in an organization's best interest to support and promote wellbeing at work. (Keeman et al., 2017) Wellbeing is often equated with happiness and is characterized by three main components: life satisfaction, the presence of positive mood, and the absence of negative mood. Another perspective defines wellbeing through self-actualization, proposing that true happiness stems from expressing virtue. This viewpoint highlights the importance of engaging in activities that foster personal growth, self-acceptance, life purpose, mastery, and positive relationships, all essential aspects of overall wellbeing. (Keeman et al., 2017) However, a critical review of existing literature on work identifies three primary categories of psychological wellbeing: (a) assessing employees' satisfaction with the workplace, (b) evaluating physical wellbeing in relation to stress and accidents, and (c) examining social wellbeing among employees. Research consistently shows that happier employees tend to perform better and are more productive compared to their less happy counterparts. Therefore, organizations aiming to enhance performance and output should prioritize the wellbeing of their workforce in practical applications. (Joseph, & Monday. 2024) Based on Joseph & Monday (2024), various factors influence the success or failure of projects, with significant emphasis placed on how individuals respond to workplace stressors and emotionally engage with their roles. Employee wellbeing hinges on employers creating

conducive workplace environments that promote emotional intelligence and reduce stress, though this ideal is often not fully realized. Mental wellbeing is closely tied to physiological health; therefore, mentally unfit workers may struggle to perform their duties effectively. Poor working conditions and inadequate minimum wage structures further exacerbate these challenges. The impact of stress can lead to reduced performance and errors, ultimately affecting project success and organizational growth negatively. Workplace stress can also spill over into employees' family lives, limiting their time with loved ones and leaving them physically and psychologically drained. Hence, exploring psychological wellbeing is crucial. Understanding the influence of psychological wellbeing on project outcomes can guide organizations in implementing better management practices, enhancing employee satisfaction, and ultimately improving project performance. This research provides valuable insights for managers and stakeholders to foster supportive work environments that nurture both employee wellbeing and project success.

1.2. Research Problem

In a project, many factors influence its success or failure. The research problem focuses on understanding the impact of employee psychological well-being on project success. The way employees respond to stress and their emotional engagement with their jobs is critical. However, the responsibility of employers to create a supportive environment that promotes well-being is often neglected. Poor working conditions, low wages, and high stress levels can reduce performance and negatively affect project success. This gap in addressing the psychological well-being of employees and its direct impact on project outcomes needs exploration. (Joseph & Monday 2024).

1.2.1. Theoretical Gaps

Based on the study of Sarwar et al., (2017). There is a significant theoretical gap in our understanding of how various dimensions of physiological well-being—like resilience, optimism, and emotional intelligence—affect project success. While previous research has emphasized the importance of physical capital, it has not adequately incorporated these aspects into the framework of project success. Studies have often focused on how

these factors improve employee performance and job satisfaction, but they have not thoroughly explored their direct connection to project outcomes.

1.2.2. Practical Gaps

Based on the study of Panda & Sahoo (2021). On a practical level, there is a lack of empirical data and applied research on strategies to enhance psychological well-being in project teams and its direct impact on project success. Many organizations still overlook the importance of psychological well-being programs and their potential benefits.

Based on the study of Kundi.et al., (2020). There is a gap in practical strategies for organizations to enhance psychological well-being and, in turn, project success. Identifying and implementing best practices for promoting a supportive work environment that fosters employee well-being remains a challenge, Employee psychological well-being and job performance.

Based on the above, the current research is directed to answer the main research question” How does it Impact of Employee Psychological Well-being on Project Success in SGS Inspection Services in Jubail?”

1.3. Research Significance

Understanding the impact of employee psychological well-being on project success is critical for both academic and practical reasons. This research aims to bridge the gap between employee well-being and project outcomes, providing a holistic view that incorporates psychological factors into project management practices. The insights gained from this study will be valuable for managers, HR professionals, and policymakers in designing interventions that enhance employee well-being and thereby lead to project success. (Luthans,et al., 2006).

1.3.1. At the theoretical level

At the theoretical level, this research contributes to the existing body of knowledge by integrating concepts from psychology and project management. Previous studies have highlighted the importance of psychological well-being for overall job performance, but

there has been limited focus on its direct impact on project success. By exploring this relationship, the study provides a deeper understanding of how psychological factors influence project outcomes, thus filling a significant gap in the literature. (Sarwar.et al., 2017).

1.3.2. At the practical level

From a practical perspective, this research provides actionable insights for enhancing project management practices. By pinpointing the critical aspects of psychological well-being that influence project success, organizations can deploy focused interventions to bolster employee support. This approach not only boosts employee satisfaction and diminishes turnover but also fosters project success. Implementing initiatives such as stress management programs, emotional intelligence training, and cultivating supportive work environments are practical applications that could be instrumental in achieving these goals. (Panda & Sahoo 2021).

1.4. Research Questions

The current research aims to answer the main research question” How does it Impact of Employee Psychological Well-being on Project Success in SGS Inspection Services in Jubail?”

To answer the main question, we need to answer sub-questions.

- What is the effect of emotional intelligence on project success in SGS Inspection Services in Jubail?
- What is the effect of motivation on project success in SGS Inspection Services in Jubail?
- What is the effect of work environment and social relationships on project success in SGS Inspection Services in Jubail?
- What is the effect of work-life balance on project success in SGS Inspection Services in Jubail?

- What is the effect of structural Conditions at work on project success in SGS Inspection Services in Jubail?

1.5. Research Objectives

- To investigate the relationship between Employee Psychological Well-being and Project Success in SGS Inspection Services in Jubail.
- To investigate the relationship between employee emotional intelligence and project success in SGS Inspection Services in Jubail
- . To investigate the relationship between Motivation and project success in SGS Inspection Services in Jubail
- To investigate the relationship between work environment and social relationships and project success in SGS Inspection Services in Jubail.
- To investigate the relationship between work-life balance and project success in SGS Inspection Services in Jubail.
- To investigate the relationship between structural conditions at work and project success in SGS Inspection Services in Jubail.

1.6. Research Hypotheses

Main hypotheses H:

There is statistically significant relationship between Employee Psychological Well-being and Project Success.

The first sub-Hypotheses Ha:

There is statistically significant positive relationship between emotional intelligence and project success.

The second sub-Hypotheses Hb:

There is statistically significant positive relationship between motivation and project success.

The third sub-Hypotheses Hc:

There is statistically significant relationship between work environment and social relationships and project success.

The fourth sub-Hypotheses Hd:

There is statistically significant negative relationship between work-life balance and project success

The fifth sub-Hypotheses He:

There is statistically significant negative relationship between structural conditions at work and project success

1.7. Research Model

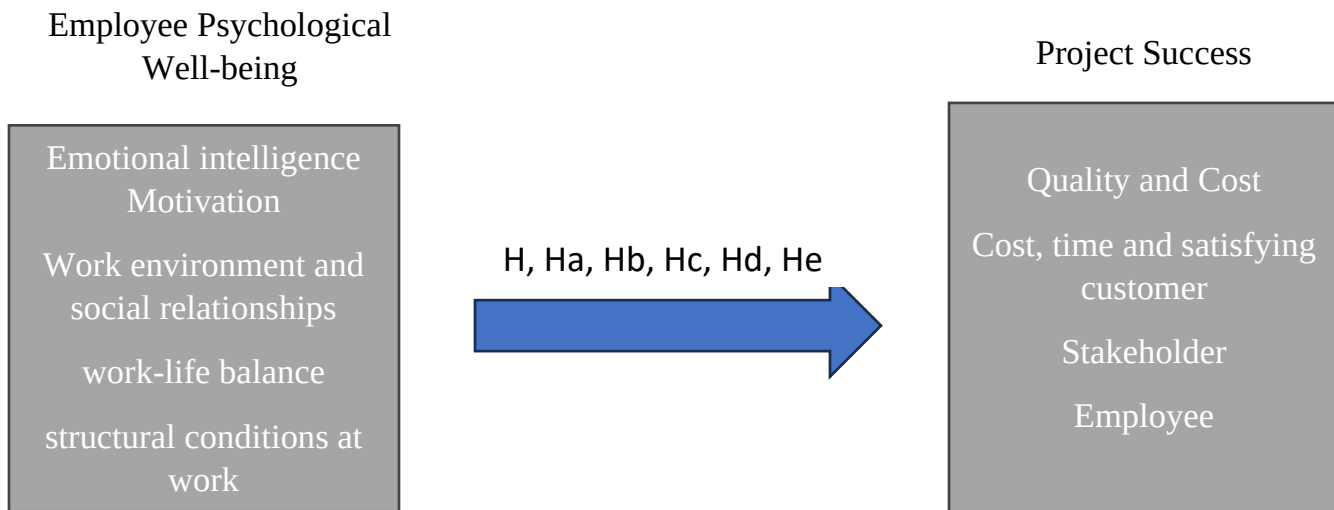


Figure 1: The proposed research model. Source: Researcher

1.8 Scope of The Study

The scope of this research focuses on examining the impact of employee psychological well-being on project success within SGS Inspection Services Company on Jubail.

SGS global operations, highlighting its presence in over 2,600 offices and laboratories with a workforce of 99,600 employees. SGS role as a benchmark for sustainability, quality, and

integrity in various industries. They provide worldwide, independent services that make a difference in people's lives, The core of services can be divided into three categories Testing, Inspection and certificate. With over 140 years of excellence, SGS is a world-leading provider of independent laboratory testing and quality audits.

SGS comprehensive range of testing services is designed for industries worldwide. SGS on Jubail is laboratory testing commitment to upholding the highest standards ensures that your projects, products, processes and operations meet and exceed stringent market regulations, standards and quality benchmarks. Laboratory Services have an international reach and employ the latest technology and methodologies.

SGS undertakes numerous projects across various industries, providing a comprehensive context to research the impact of employee psychological well-being on project success. By analyzing different projects, we can gain valuable insights into how the mental health and emotional engagement of employees influence their performance and, consequently, the overall success of these projects. This understanding can help SGS implement strategies to enhance employee well-being, ultimately leading to more efficient and successful project outcomes.(SGS website)

1.9 The Project Structure



Figure 2: The Suggested Project Structure. Source: Researcher

2. Chapter 2: Literature Review

3.1 Introduction

On this section we will talk about literature review that talked about employee psychological wellbeing, project success and the relationship between them. A thorough literature review serves as the foundation of this research, allowing for an in-depth understanding of existing knowledge, identifying gaps, and setting the stage for new contributions. The literature review will examine various theories and empirical studies related to psychological well-being, employee performance, and project success. By synthesizing this information, the review will highlight the importance of employee well-being in the context of project management and underscore the need for further investigation into its impact on project outcomes.

The success of projects in any organization is contingent on various factors, among which the psychological well-being of employees is gaining increasing recognition. As organizations continue to face pressures to deliver projects on time, within budget, and at high quality, the role of employee well-being in achieving these goals is critical. This research explores the impact of employee psychological well-being on project success, focusing on how factors like stress management, emotional engagement, and work environment contribute to or hinder project outcomes. Understanding these relationships is vital for developing strategies that not only enhance employee satisfaction but also improve organizational performance (Demerouti et al., 2001).

Psychological well-being encompasses aspects such as stress management, emotional engagement, and the overall work environment. It is widely recognized that employees who experience lower levels of stress and higher levels of emotional engagement are more productive and contribute positively to organizational goals (Demerouti et al., 2001). Project success, on the other hand, is typically measured by metrics such as time, cost, and quality, and is directly influenced by the performance and well-being of the project team (Bakker & Demerouti, 2007). This study seeks to explore the intersection of these variables, investigating how enhancing employee psychological well-being can lead to more successful project outcomes.

3.2 The Employee Psychological Well-being

2.2.1. Definition

Based on the study of Sonnentag (2015). Employee psychological well-being encompasses the overall mental and emotional state of an individual within the workplace. It reflects how employees perceive and navigate their work environment, manage stress, and balance their professional and personal lives. This well-being is intricately linked to mental health, job satisfaction, and overall quality of life. Key aspects include emotional stability, job satisfaction, and the presence of positive emotions and moods, as well as a sense of purpose, meaning, and connection in the workplace. The concept of well-being is broad,

encompassing people's evaluations of their lives and their optimal psychological functioning. Research on well-being typically follows two distinct perspectives, each rooted in different philosophical traditions. The first, the hedonic perspective, focuses on well-being as a state of pleasure or happiness. This is often referred to as subjective well-being and includes core components such as the experience of positive emotions, low levels of negative emotions, and high life satisfaction. The second perspective, the eudaimonic view, considers well-being as personal growth, self-realization, authenticity, personal expressiveness, and the pursuit of meaning in life. While hedonic well-being centers on the subjective experience of feeling good, eudaimonic well-being emphasizes living a meaningful and fulfilling life. Some scholars even include intrinsic motivation as part of eudaimonic well-being, making it difficult to draw clear conceptual boundaries.

Based on the study of Mäkikangas et al., (2017). Employee psychological well-being can be understood through the lens of four key cognitive-affective states: work engagement, workaholism, burnout, and job satisfaction. Work engagement is characterized by a positive, fulfilling state of mind, where employees experience high energy, strong commitment, and deep involvement in their work. On the other hand, workaholism, though also marked by high energy, is driven by a compulsive need to work excessively, often leading to dissatisfaction. Burnout, the opposite of work engagement, reflects a state of exhaustion and detachment, where employees feel depleted and less effective. Lastly, job satisfaction, the counterpart to workaholism, is defined by a sense of contentment and pleasure with one's job, reflecting an overall positive attitude toward work. These states provide a comprehensive framework for understanding the different aspects of employee well-being.

Based on the study of Pradhan & Hati (2022). Research on employee well-being is extensive, yet there remains a lack of consensus on a comprehensive definition and conceptual clarity. Generally, well-being is described as a state of being comfortable, healthy, and happy, and when applied to employees, it encompasses their physical, psychological, and emotional health, comfort, and happiness. Employee well-being is thus understood as the overall experience and functioning of an individual at work, encompassing both physical and psychological dimensions. Often, employee well-being is viewed as the overall perception employees have of their health and happiness, influenced by their work and workplace interventions. A more comprehensive definition considers well-being as the state where an employee understands their own capabilities, can manage the normal stresses of life, works productively, and contributes to their community. The variety of definitions and terminologies used in the literature such as "quality of work life, workplace well-being, and employee mental health makes it challenging to grasp the concept fully, leading to varied perspectives. However, the underlying theme across all definitions is the emphasis on the comprehensive health and satisfaction of employees within the workplace.

2.2.2. Development

In 1979, Karasek introduced the concept of decision latitude, which refers to an employee's control over their tasks and conduct at work. He demonstrated that this factor, along with job demands—defined as the psychological stressors associated with workload—significantly influences employee well-being and physical health. Karasek's research, based on data from the USA and Sweden, showed that employees with both low decision latitude and high job demands were particularly prone to lower well-being, including issues like job dissatisfaction, exhaustion, and depression. While it was initially thought that the combination of low decision latitude and high job demands might interact to create a significantly worse impact on well-being, Karasek's findings suggested that the effects of these two factors are more likely additive rather than synergistic. This means that the negative impact on well-being results from the simple addition of the two factors rather than a compounded or amplified effect. Despite the intuitive appeal of the interaction hypothesis, evidence supporting it remains limited. (Warr, 1990).

By the late 1990s, employee well-being had become a major focus in job stress research, leading to the development of influential models like the Job Demand-Control (JD-C) Model and the Effort-Reward Imbalance (ERI) Model. The JD-C Model, introduced by Karasek, links job stress to two key factors: high psychological demands and low job control. It predicts that employees in "high strain jobs," where demands are high and control is low, are most likely to experience poor health. In contrast, "active jobs" with both high demands and high control foster motivation and growth. The ERI Model, developed around the same time, focuses on the balance between effort and reward in the workplace. It suggests that an imbalance, where high effort is met with low rewards, can lead to significant health problems, including emotional distress and cardiovascular risks. Both models have been instrumental in shaping the understanding of how job characteristics influence employee well-being. (De Jonge et al., 2000).

In the early 2000s and beyond, the concept of employee psychological well-being evolved to include a more holistic approach, integrating work-life balance and the positive interaction between work and personal life. expanded on earlier models. introducing the importance of work engagement, which includes "absorption, dedication, and vigor" in both work and nonwork roles. In healthy work environments, employees are not only engaged in their jobs but also maintain a strong connection to their home lives, believing that their job demands are reasonable and do not require sacrificing their family life or other meaningful nonwork roles. This period saw a growing recognition that positive psychological identities with work, combined with beneficial spillover between work and family life, contribute significantly to overall well-being. Employees in such environments feel valued, perceive that their jobs align with their abilities and interests, and experience higher job and life satisfaction. Key indicators of a healthy work environment, which

became focal points for organizational measurement, include work engagement, job satisfaction, and work-family conflict. These indicators reflect a "dual agenda" approach, promoting both job effectiveness and a balance between work and personal life. To foster these outcomes, organizations began to focus on intermediate factors such as job control (the ability to manage how, when, and where work is done), workplace social support, and a positive work culture that values both work and personal life roles. By targeting these areas, organizations can design interventions that improve the overall healthiness of the workplace, thereby enhancing employee psychological well-being in a more comprehensive and balanced way than earlier models allowed. (Ernst et al., 2012).

In the last decade, the study highlights how job insecurity has become a significant factor influencing employee psychological well-being, particularly in relation to work engagement, burnout, and knowledge management behaviors. As organizations face increasing pressures and changes, understanding how job insecurity affects well-being has become crucial. The research emphasizes the importance of well-being in maintaining a motivated and productive workforce, as well as its role in influencing how employees share or withhold knowledge. These findings underscore the need for organizations to address psychological well-being as part of their human resources strategies to enhance both individual and organizational outcomes. (Ali et al., 2021).

2.2.3. Dimensions

Employee psychological well-being encompasses various dimensions, some of the key aspects are outlined below:

Emotional intelligence: Researching the relationship between emotional intelligence and job satisfaction among employees, recent studies have examined how psychological empowerment and work engagement mediate this association. Findings indicate that high emotional intelligence may enhance psychological well-being by empowering employees and increasing their engagement in their work. A meta-analysis in 2017 revealed that all forms of emotional intelligence are significantly related to job satisfaction, suggesting that employees with higher emotional intelligence experience greater job satisfaction, stronger organizational commitment, and reduced turnover intentions. Additionally, a positive relationship between emotional intelligence, empowering leadership, and work engagement suggests that training employees to improve EI could foster a supportive work environment, enhance project outcomes, and reduce employee turnover. This is particularly relevant in sectors where employee interaction with clients or customers is critical. Therefore, improving emotional intelligence not only contributes to individual well-being but also to the overall success of projects by ensuring employees are more engaged, satisfied, and committed. (Karimi, et al., 2021).

Work Environment and Social Relationships: Social relationships and the work environment also play crucial roles in employee well-being. Factors such as the level of discretion, the freedom to make decisions, and the meaningfulness of one's role contribute to a sense of empowerment and satisfaction. For example, employees with more discretion in their jobs, such as control over their work hours, often report higher job satisfaction and well-being. (Lahat, 2022).

Structural Conditions at Work: Structural conditions significantly impact employee psychological well-being. Key factors include work hours, pay, job security, and managerial roles. Employees with stable jobs, such as those with long-term contracts, typically experience higher levels of emotional well-being compared to those with less stability. This stability provides them with a sense of security, reducing stress and enhancing overall well-being. For instance, workers with permanent contracts tend to feel more secure, positively affecting their well-being. (Lahat, 2022).

Work-life balance: In today's context, where both parents often work, balancing responsibilities at work and home is essential. Guilt or stress from failing to meet needs in either domain can lead to frustration and hinder overall well-being. Work-life balance is defined as "satisfaction and good functioning at work and at home, with a minimum of role conflict" (Clark, 2000). Research shows that perceptions of work-life balance, influenced by family-friendly policies and time spent with family, can impact well-being. Studies indicate that spending more time with family is associated with a better quality of life, while excessive time at work correlates with lower quality of life. (Lahat, 2022). The workplace can significantly impact their nonwork-related life situations and vice versa, a phenomenon often referred to as "work-to-family interference" or "family-to-work interference." The relationship between these areas can have either positive or negative effects on an individual's well-being. In recent decades, the boundary between professional and personal life has become increasingly blurred due to changes in family structures, greater participation of women in the workforce, and advancements in technology, which have led to the rise of remote work. As a result, employees now place greater importance on their free time and social interactions with family, friends, and their community. (Wood, 2020).

Motivation: In skill-oriented organizations, motivation is critical not only for impacting work results and quality but also for influencing the energy levels and well-being of employees. Ensuring employee well-being helps retain skilled individuals and fosters long-term stability within the organization. This is especially important for organizations whose success depends on cooperation among employees, as effective collaboration often develops over years of working together. Therefore, it is essential for such companies to continuously focus on maintaining and enhancing the motivation of their experts. (Westerlund, 2019).

2.2.4. Theories

The Conservation of Resources (COR) Theory is essential for understanding the impact of employee psychological well-being on project success. This theory suggests that individuals are motivated to acquire, maintain, and protect resources that are valuable to them, such as personal well-being, job security, and social support. Stress occurs when these critical resources are threatened, lost, or when there is a failure to gain them after significant effort. In the workplace, the loss or threat to resources like job stability, emotional support, or financial security can lead to stress, reducing psychological well-being. This decline in well-being can have a direct impact on job performance, leading to lower productivity, increased errors, and ultimately, negatively affecting project success. According to COR theory, fostering an environment where employees feel secure and supported can enhance their well-being, enabling them to perform better and contribute to successful project outcomes. (Hobfoll, et al., 2018).

The Job Demands-Resources (JD-R) Theory provides a robust and comprehensive framework for understanding the intricate balance between job demands and resources and how this dynamic interplay affects both employee psychological well-being and overall project success. Initially developed to address the phenomenon of burnout, the JD-R theory has since evolved to cover a broad spectrum of employee well-being outcomes. This theory asserts that job demands—such as excessive work overload, emotional strain, and conflicts between work and personal life—can contribute significantly to stress and burnout when not sufficiently mitigated by job resources. Job resources, including factors like autonomy, social support, constructive feedback, and positive relationships with supervisors, serve as critical buffers. They play a vital role in alleviating the adverse effects of high job demands, thereby protecting employees from the negative impacts of stress. In the context of project settings, maintaining this balance is of paramount importance. Projects often involve stringent deadlines, elevated expectations, and complex challenges, all of which can be classified as substantial job demands. If employees are not equipped with the necessary resources to address these demands, their psychological well-being can suffer, leading to a decline in productivity, a drop in morale, and, ultimately, a higher risk of project failure. Conversely, ensuring that employees have access to adequate resources can significantly bolster their motivation, engagement, and emotional resilience. This, in turn, enhances their ability to manage project demands effectively, leading to improved project outcomes and overall success. (Bakker & Demerouti, 2017).

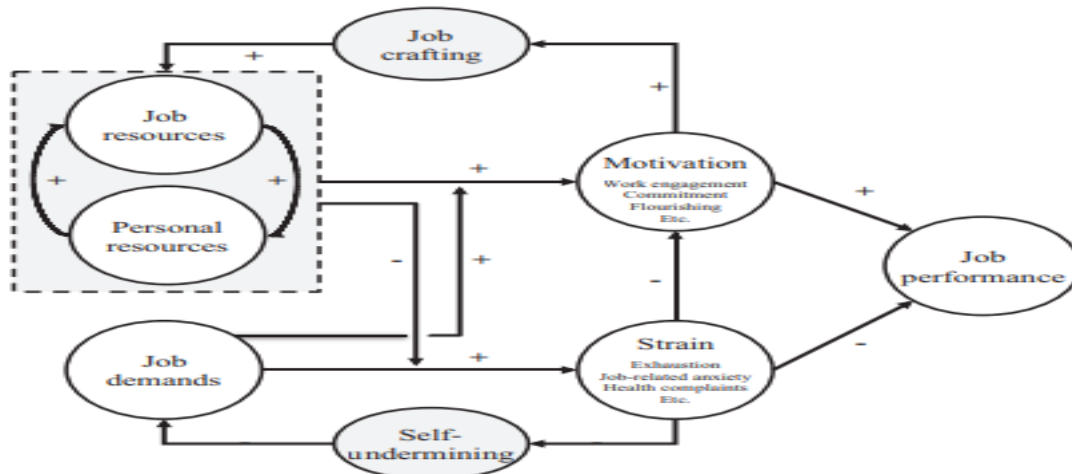


Figure 3: The Job Demands-Resources. Source: (Bakker & Demerouti, 2017).

Exchange theory analyzes social interactions by focusing on the exchange of resources, services, and behaviors of mutual value. It explores how these micro-level processes form social structures and create pressures for social change due to power inequalities. Initially developed by theorists integrating concepts of behaviorism and utilitarianism, the theory emphasizes the role of rewards and costs in social exchanges and links micro-level interactions with macro-social processes. It addresses phenomena such as legitimacy, cooperation, conflict, and opposition, and examines how exchange processes contribute to social change and the formation of social structures. In the context of employee psychological well-being, exchange theory helps to understand how workplace interactions and exchanges impact employees' psychological states. It explores how the exchange of resources and behaviors influences employees' well-being and how micro-level exchanges shape organizational structures and create pressures for change. This understanding reveals how employees' perceptions of reward and cost in their work relationships affect their psychological health, job satisfaction, and overall well-being, offering insights into how changes in workplace interactions and structures influence employee morale and mental health. (Cook & Emerson, 1987).

3.3 Project Success

2.3.1. Definition

Project success is a dynamic concept that varies depending on the nature and scope of the project. Traditionally defined by the 'iron triangle' of time, cost, and quality, this view is now seen as insufficient. Modern interpretations emphasize that a project is successful if it meets acceptance criteria within the agreed schedule and budget, adheres to predefined quality standards, effectively manages risks, fulfills scope requirements, and maintains an acceptable level of risk. These definitions and criteria are subject to change over time due to the increasing complexity of contemporary projects. (Beshah, et al., 2024).

Project success is broadly defined as the achievement of a project's objectives within the agreed-upon time, cost, and quality parameters, while also fulfilling safety requirements and meeting stakeholder expectations. It encompasses two main components: success factors and success criteria. Success factors are the key elements that, when effectively managed, contribute to the successful outcome of a project. Success criteria are the standards or benchmarks used to evaluate whether a project has achieved its intended goals. The pursuit of project success involves addressing various challenges, and failure to meet the established criteria can lead to delays, cost overruns, and dissatisfaction among stakeholders. Therefore, understanding and managing the factors that influence project success is essential for ensuring that projects are completed successfully. (Niyafard, 2024).

Project success is a multifaceted and context-dependent concept that varies based on individual perspectives and the specific circumstances of a project. Historically, definitions of project success focused on the implementation phase, emphasizing time, cost, and scope. However, modern views recognize that true success also considers the long-term value and strategic impact of a project's outcomes. Effective project management connects efficient execution with the creation of business value, ensuring that both tactical and strategic objectives are met. A comprehensive understanding of project success is crucial for managing client expectations and addressing the diverse priorities of stakeholders throughout a project's life cycle. (Jugdev, & Müller 2005).

“The project is considered an overall success if the project meets the technical performance specifications and/or mission to be performed, and if there is a high level of satisfaction concerning the project outcome among key people in the parent organization, key people in the project team, and key users or clientele of the project effort.” (Moradi et al., 2020).

2.3.2. Development

Based on the study of Jugdev & Müller (2005). During the 1960s to 1980s, the concept of project success was primarily centered around the Iron Triangle, which emphasized three key metrics: time, cost, and specifications. These metrics were straightforward and provided an objective way to measure success, as they were within the direct control of the project organization. Success in this period was often defined by the ability to deliver a project on time, within budget, and according to the predefined specifications. This approach was practical for project managers, who focused on getting projects completed, ensuring they functioned as intended, and then moving on to the next task. Customer interaction was minimal, with limited long-term follow-up or troubleshooting after project delivery. The literature and practices of this era strongly supported this narrow view of success, with the Iron Triangle becoming the foundation of project management. Authors like Freeman & Beale (1992) highlighted that success meant different things to different people, though the industry largely adhered to these simple metrics for ease of application. This period laid the groundwork for modern project management, but with a focus that was

predominantly inward-looking, concerned with delivering the immediate project outcomes rather than considering broader impacts or long-term success.

Based on the study of Shahin & Jamshidian (2006). In the 1990s, the understanding of project success began to evolve, recognizing that project management and project success are not always directly correlated. It was increasingly acknowledged that a project could succeed even if project management practices failed, and vice versa. This led to a clear distinction between the goals of project management focused on short-term objectives like time, cost, and performance and the broader, long-term objectives of the project itself. During this period, it was emphasized that project management is just one part of the larger project context. While project management techniques, such as planning and control, are crucial for on-time delivery and budget management, they are not the sole determinants of project success. The literature highlighted that other factor, often outside the direct control of the project manager, play a significant role in the ultimate success or failure of a project. The 1990s also saw a growing interest in developing models and techniques to achieve project success, some researchers identifying key problem areas, such as under-costing, overspending, and late delivery, that could be mitigated through effective project management. The development of tailored strategies and methodologies for project implementation was seen as critical to ensuring successful outcomes, reflecting a shift towards a more holistic understanding of what drives project success.

Based on the study of Moradi et al., (2020). In 2004 and 2005, a context-oriented approach emerged in project management, focusing on identifying success factors tailored to specific project types and environments. This approach emphasized the importance of understanding the unique challenges and conditions of different projects to determine what contributes to their success. In the years that followed, this focus on context-specific success factors expanded to include various project attributes, such as goals, decision-making processes, and the broader environment in which projects operate. Additionally, research began to explore success factors related to timely and cost-effective project delivery, as well as the challenges and barriers encountered in different types of projects.

From 2011 to 2018, research in project management expanded to encompass both general and specific success factors across various types of projects. Some studies identified broad, generic success factors like monitoring, coordination, training, clear project goals, effective communication, competent project management, and teamwork. Concurrently, other studies focused on discovering success factors specific to certain project types, such as software development, construction, post-disaster housing reconstruction, IT projects, the petroleum industry, and public-private partnerships. These studies highlighted factors like risk management, strong coordination and communication, transparency, accountability, and thorough planning as critical to project success. (Moradi et al., 2020).

In recent decades, the concept of job success has evolved significantly, now reflecting a broader understanding of what it means to achieve success in the workplace. While traditional metrics like performance and financial outcomes remain important, there is a growing emphasis on integrating environmental, social, and economic factors into the definition of success. This shift aligns with sustainable project management principles, highlighting the importance of creating long-term value for all stakeholders. Strong leadership, effective communication, and accountability continue to be key drivers of job success. Additionally, the development of job success increasingly acknowledges the importance of promoting employee psychological well-being as part of a holistic approach to achieving organizational goals. By incorporating these elements, the modern concept of job success is both resilient and responsible, meeting the demands of our time. (Digitemie & Ekemezie, 2024).

2.3.3. Dimensions

Project Success encompasses various dimensions, some of the key aspects are outlined below:

Quality and Cost: the dimension of Quality and Cost is crucial for assessing project success. This dimension focuses on the relationship between the costs associated with quality and the level of quality achieved. Quality costs include costs related to maintaining and improving quality, such as appraisal costs (inspection and testing), prevention costs (training and process improvement), and failure costs (costs due to defects, both before and after delivery). There is a need to understand how different quality costs relate to each other and to the overall quality of outputs. For example, increasing investment in prevention and appraisal costs can reduce failure costs and enhance quality, thereby optimizing overall cost efficiency. By analyzing the interplay between quality costs and the achieved quality level, organizations can make strategic decisions to reduce costs while maintaining or improving quality. This balance is key to achieving project success and maximizing productivity. Managing the relationship between quality and cost is essential for delivering successful projects that meet budgetary constraints while ensuring high-quality outputs. (Omachonu, et al., 2004).

Cost, time and satisfying customer: are critical dimensions for assessing project success, but their evaluation varies across different stakeholders, such as stockholders, managers, customers, and employees. Traditionally, project success has been judged based on whether projects were completed within budget and on schedule while meeting technical goals. These criteria are straightforward to measure, focusing on internal efficiency, but they may not fully capture the overall effectiveness of a project, particularly in terms of satisfying customer and organizational expectations. Research has shown that while internal measures such as budget adherence and timeliness are important early in a project, the emphasis often shifts to external factors, such as customer satisfaction, as the project

progresses. Studies have suggested that different stakeholders value different success criteria at different times. For example, initially, the primary focus might be on cost and time efficiency, but as the project moves towards completion, the focus may shift to the project's impact on customers and its ability to meet their needs. Furthermore, the importance of different success dimensions, such as cost, time, and customer satisfaction, changes throughout the project life cycle. Overruns in budget and time may become less significant after project termination, whereas customer satisfaction remains important even beyond the project's completion. This suggests that a more nuanced understanding of project success should account for the evolving significance of cost and time, alongside other factors such as quality and stakeholder satisfaction, throughout the project lifecycle. This approach ensures that all aspects of project performance are considered, leading to a more comprehensive assessment of success. (Shenhar, et al., 1997).

Stakeholder: Projects serve as strategic tools for organizations, driving innovation and creating value. However, project failures and challenges are prevalent, causing significant financial losses globally. Studies by McKinsey and the University of Oxford, KPMG New Zealand, and the CHAOS report highlight high rates of project challenges and failures across various sectors. International development projects, in particular, have experienced notable disappointments. Research identifies poor stakeholder management as a primary cause of these failures. Effective project success requires comprehensive analysis and management of stakeholder attributes, behaviors, and influence. This necessitates an inclusive approach with appropriate methodologies, techniques, and tools to ensure project well-being and success. (Rajablu, et al., 2015). Project success can be evaluated from multiple perspectives, reflecting the interests of various stakeholders such as clients, users, and project teams. Each group has its own focus: clients often prioritize profitability, users assess whether the project meets functional and technical requirements, and project teams are concerned with adherence to cost, budget, and schedule constraints. The emphasis on different performance measures varies based on stakeholder influence and their relationship to the project. Additionally, project success may be measured by how well it achieves strategic, tactical, and operational goals, as well as other factors like time, quality, user satisfaction, and overall benefits. A comprehensive assessment of project success should integrate these diverse viewpoints to ensure a balanced evaluation of outcomes. (Pannirselvam, & Madupalli, 2011).

Employee: A key factor influencing project success is employee performance. High-performing employees, through their technical skills, commitment, and proactive engagement, contribute significantly to project outcomes. Employee performance encompasses both "in-role" activities, which involve fulfilling specific job duties, and "extra-role" activities, which contribute to a positive work environment. Effective management of employee performance ensures timely and high-quality project delivery, aligning with both internal efficiency metrics and external stakeholder expectations. In

addition, leadership plays a critical role in shaping project success. Positive leadership styles, such as transformational and ethical leadership, enhance employee performance and project outcomes. Conversely, negative leadership styles, including despotic and unethical behaviors, can undermine employee performance and project success. Addressing these leadership aspects and fostering a supportive work environment are essential for achieving project goals and ensuring overall success. (Mubarak, et al., 2024).

2.3.4. Theories

The Triple Constraint is a fundamental concept in project management, emphasizing the interplay between three core variables: scope, time, and cost. Scope defines the project's requirements and deliverables, time pertains to the scheduling and duration, and cost relates to the budget and resources. These elements are interdependent; changes in one constraint typically impact the others, creating a balancing act to manage project quality. For example, expanding the project scope may necessitate more time and higher costs. This theory highlights the challenges many projects face, as evidenced by the significant percentage of projects that experience cost overruns or delays. Despite its importance, research reveals a gap in consistent scholarship on the Triple Constraint, underlining its critical role in effective project success. (Van, et al., 2012).



Figure 4: Triple Constraint, Source: (Bakker & Demerouti, 2017).

The PMBOK Guide provides a comprehensive theoretical framework for project management, outlining essential concepts, processes, and knowledge areas. It defines the project lifecycle, which includes stages from initiation to completion, offering a structured approach to managing projects. The guide categorizes project management activities into process groups—Initiating, Planning, Executing, Monitoring and Controlling, and Closing—each with specific objectives and tasks. Additionally, it details various knowledge areas, such as Scope, Schedule, Cost, and Quality, each encompassing distinct processes and practices. By illustrating how these processes and knowledge areas interact, the PMBOK Guide emphasizes the interconnectedness of project management aspects, integrating them into a coherent framework that serves as a theoretical foundation and practical guide for effective project management across diverse industries. (Takagi & Varajão, 2020).

Critical Success Factors (CSFs) posits that there are a limited number of key areas or factors that are crucial for an organization to achieve its goals and maintain competitive performance. The theory suggests that focusing management's attention on these key areas

will lead to success. CSFs are those areas where satisfactory performance is essential for organizational success, and their identification allows for better strategic planning, management, and monitoring. The theory has been widely applied, particularly in the context of project management and enterprise resource planning (ERP) systems, although its effectiveness and practical application continue to be debated. Empirical validation of these factors is essential to confirm their criticality in achieving successful outcomes. (Ram & Corkindale 2014).

The Stakeholder posits that understanding and managing a business involves analyzing its relationships with various stakeholders—groups and individuals who can affect or are affected by the business. The theory emphasizes that businesses are a network of relationships among customers, suppliers, employees, financiers, communities, and managers, and that executives should manage these relationships to maximize value creation and distribution. When stakeholder interests conflict, the theory suggests that executives should seek ways to address these conflicts to enhance overall value. Additionally, managing stakeholder relationships is seen not only as a strategic necessity but also as a moral endeavor, involving ethical considerations about values, choices, and potential impacts. The theory has broad applications across various disciplines, including business ethics. (Parmar, et al., 2010).

3.4 The relationship between employee psychological well-being and project success.

Based on the study of Yan, et al., (2020). The relationship between employees' psychological well-being (PWB) and project success can be elucidated through Conservation of Resources (COR) Theory and related psychological frameworks. COR Theory asserts that employees strive to acquire, protect, and retain resources, and effective management of these resources is crucial for maintaining psychological well-being. When employees successfully manage their resources, they are better positioned to meet project demands, thereby contributing to project success. Conversely, failure to secure necessary resources or resource depletion can lead to increased stress, adversely affecting performance and hindering project success. Motivation plays a key role in this dynamic, as motivated employees are more likely to manage resources effectively, adapt to changes, and overcome challenges, thus positively influencing project outcomes. Additionally, PWB, which encompasses subjective happiness and overall psychological functioning, is influenced by both primary resources (personal well-being) and secondary resources (work-related factors like job satisfaction and emotional attachment). High levels of PWB can enhance engagement and problem-solving abilities, leading to better project performance.

The psychological well-being of employees is a critical factor in achieving project success. While previous research has often centered on subjective well-being such as job

satisfaction and positive affect there is a growing recognition of the need to explore the deeper dimensions of psychological well-being in the workplace. psychological well-being is rooted in the concept of eudaimonic well-being, which emphasizes realizing human potential and fostering growth-oriented experiences. This approach requires overcoming challenges and entails effort, discomfort, and stress, all of which contribute to long-term personal and professional growth. In contrast, SWB focuses on achieving immediate happiness and pleasure, which can sometimes conflict with the pursuit of more meaningful, enduring goals. Integrating psychological well-being with leadership styles, such as transactional and transformational leadership, provides a framework for understanding how leaders can enhance employee well-being. For example, transformational leadership can foster an environment that supports psychological well-being by positively influencing employees' values, self-efficacy, and identity. Such an environment encourages a sense of purpose, which is directly linked to higher task performance as employees become more motivated to understand the larger context of their work and strive toward organizational and project goals. Moreover, components of psychological well-being, such as personal growth, environmental mastery, and positive relationships, are vital for project success. Personal growth and environmental mastery encourage continuous learning and adaptation, which are essential for maintaining high performance in dynamic and challenging project environments. Positive relationships promote teamwork and organizational citizenship behaviors, crucial for collaboration and achieving collective project objectives. Therefore, fostering an environment that enhances employees' psychological well-being can lead to more efficient project execution, higher quality outcomes, and overall project success. (Hannah, et al., 2020).

The relationship between employee well-being and project success is primarily driven by the eudaimonic dimensions of psychological well-being (PWB), which focus on long-term growth and fulfillment rather than immediate happiness. Dimensions such as autonomy and self-acceptance empower employees to take initiative and make independent decisions, which is crucial in dynamic project settings that require flexibility and adaptability. A strong sense of purpose provides employees with motivation and a clear direction, aligning their efforts with the broader goals of the project and the organization. Environmental mastery enables employees to effectively manage and adapt to their work environment, which is essential for maintaining productivity and achieving project milestones. Positive relationships foster teamwork and collaboration, which are vital in projects that require coordinated efforts across diverse teams. Personal growth encourages continuous learning and skill development, allowing employees to adapt to evolving project requirements. By fostering these aspects of PWB, organizations can create a resilient and engaged workforce, leading to enhanced project outcomes and overall organizational success. (Shir, et al., 2022).

3.5 Conclusion

The relationship between employee psychological well-being and project success is intricate and has evolved from traditional views. In the past, project success was often measured by the basic criteria of time, cost, and quality, known as the Iron Triangle. It's now understood as a more comprehensive concept that includes stakeholder satisfaction, long-term value, and strategic impact. Theories like Conservation of Resources, Job Demands-Resources, and Exchange Theory highlight that employee well-being is crucial for project success. Properly managing resources is key to maintaining well-being, which in turn affects how engaged and effective employees are. When employees feel good, they handle project demands better, solve problems, and contribute positively. Current perspectives stress the importance of work-life balance, emotional intelligence, and supportive environments for maintaining well-being. Transformational leadership is key because it aligns employees' values with project goals, boosting motivation and performance. Key aspects of psychological well-being—such as autonomy, self-acceptance, environmental mastery, and positive relationships—are vital in dynamic projects. They help employees adapt, collaborate effectively, and keep improving their skills. In conclusion, understanding project success now involves incorporating psychological well-being into project management. Focusing on employee well-being leads to more efficient execution, better outcomes, and overall success. By addressing both immediate and long-term needs of employee well-being, organizations can build a resilient, motivated team that drives project success and meets strategic goals in today's complex environment.

3. Chapter 3: Research Methodology

3.1 Introduction

This chapter outlines the research methodology employed to investigate the impact of employee psychological well-being on project success in SGS Inspection Services in Jubail. It details the operational definitions for research variables, research design, Research population & Sampling methods and technique, Data collection method, Types of data and Statistical analysis procedures.

3.2 Operational definitions for research variables

In research studies, operational definitions are key in clearly defining the variables being measured. An operational definition describes how a variable will be measured, observed, or manipulated. It helps researchers ensure that their studies are consistent, reliable, and valid.

3.2.1 Employee psychological well-being (The independent variable):

Operational Definition: Employee psychological well-being at work refers to the mental and emotional health of employee, measuring through key dimensions including emotional intelligence, motivation, work environment, social relationship, work life balance and structure condition at work.

3.2.2 Project success (The dependent variable):

Operational Definition: Project success refers to the achievement of project objective, assessed through four main dimensions: quality and cost, adherence to cost and time constraint, customer satisfaction, stakeholder satisfaction, and employee satisfaction.

3.3 Research design (research onion)

- Research Philosophy: Positivist
- Research Approach: Deductive
- Research Strategy: Case Study
- Research Choice: Quantitative
- Time Horizon: Cross-section
- Data Collecting and Analysis Techniques: Questionnaires

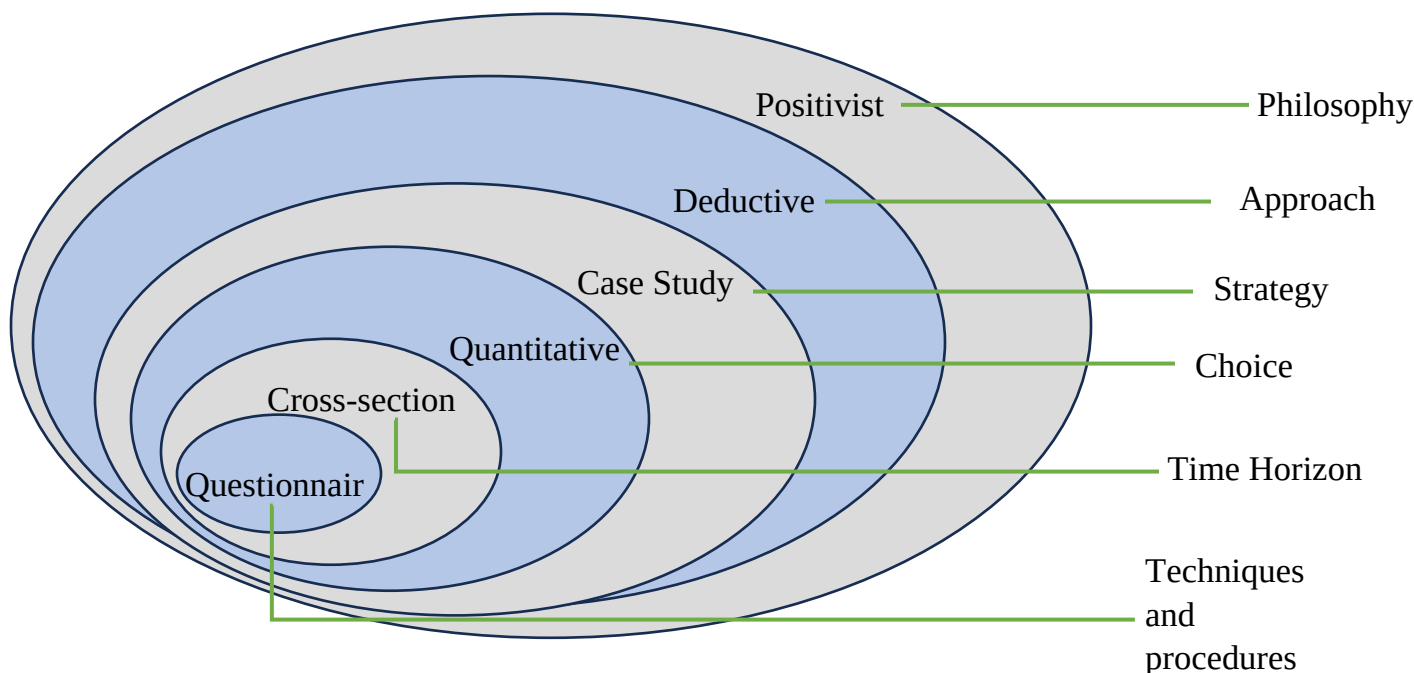


Figure 5: Research Methodology. Source: Researcher

3.4 Research population & Sampling methods and technique

3.4.1 Research Population

The research population for this study consist of more than 45 employees working at the SGS Inspection Services in Jubail. This population includes Chemists, supervisors, Managers and coordinators who are directly involved in various projects and operations.

(Table 1 Research population)

Company name	Classification	Number of employees
SGS Inspection Services in Jubail	Managers	2
	supervisors	8
	Chemists	20
	coordinators	15

By the researcher, (2024)

3.4.2 Research Sample

The sample for this study consists of 30 employees who responded to the questionnaire from a total of 45 staff members working at SGS Inspection Services in Jubail. The sample represents various roles within the organization.

(Table 2 Research Sample)

Study location	Population	Sample
SGS Inspection Services in Jubail	45	30 to 40

By the researcher, (2024)

3.4.3 Sampling Method & Techniques

The sampling method is probability and the sampling techniques is sample random sampling.

3.5 Data collection method

The data for this study is collected through a questionnaire designed to assess the impact of employee psychological well-being on project success.

3.5.1 The independent variable (Employee Psychological Well-being)

The researcher is relied on the questionnaire of Dagenais & Savoie, 2012. In order to measure the Employee Psychological Well-being, in terms of five dimensions: Emotional intelligence, Motivation, Work Environment and Social Relationships, Work-life balance and Structural Conditions at Work with overall 16 items for the whole variable. As, Emotional intelligence dimension consists of 5 items, Motivation dimension consists of 3 items, Work Environment and Social Relationships dimension consists of 4 items, Work-life balance dimension consists of 2 items and Structural Conditions at Work dimension consists of 2 items. The instrument type is 5 – points Likert- scale type. Hence, 1= strongly disagree, while 5= strongly agree.

(Table 3 Employee psychological Well-Being at Work)

Variable	Variable Dimensions	Number of Statements	Source
Employee Psychological Well-Being at Work	Emotional intelligence	5	Dagenais & Savoie, 2012
	Motivation	3	
	Work Environment and Social Relationships	4	
	Work-life balance	2	
	Structural Conditions at Work	2	

By the researcher, (2024)

3.5.2 The dependent variable (Project Success)

The researcher is relied on the questionnaire of Collins & Baccarini, 2004. In order to measure the Project Success, in terms of four dimensions: Quality and Cost, Cost, time and satisfying customer, Stakeholder and Employee with overall 12 items for the whole variable. As, Quality and Cost dimension consists of 3 items, Cost, time and satisfying customer dimension consists of 3 items, and Stakeholder dimension consists of 3 items and Employee dimension consists of 3 items. The instrument type is 5 – points Likert- scale type. Hence, 1= strongly disagree, while 5= strongly agree

(Table 4 Project Success)

Variable	Variable Dimensions	Number of Statements	Source
Project Success	Quality and Cost	3	Collins & Baccarini, 2004
	Cost, time and satisfying customer	3	
	Stakeholder	3	
	Employee	3	

By the researcher, (2024)

3.6 Types of data

3.6.1. Primary data

The primary data was collected directly from 30 employees through structured questionnaires.

3.6.2. Secondary data

Secondary data refers to information that was collected from existing sources, such as previous research studies and relevant literature, to support the context and background of the study.

3.7 Statistical analysis procedures

After collecting data, it is essential to analyze the information gathered to draw meaningful conclusions. As, the Statistical Package for the Social Sciences (SPSS), specifically version 28, were used to analyze the collected data

- The sample profile test was conducted, via descriptive analysis, to gain insights into the characteristics of the sample population. It helps researchers understand the demographics, preferences, and other relevant information about the individuals involved in the study
- Validity and reliability tests are crucial in ensuring that the data collected is accurate and consistent. Validity tests (Exploratory factor analysis) to determine if the research instruments measure what they are intended to measure, while reliability tests (Cronbach` Alpha test) assess the consistency of results over time

3.8 Conclusion

This study collected primary data through structured questionnaire distributed to 30 employees at SGS Inspection Services in Jubail, with secondary data supporting the theoretical framework. SPSS was used for data analysis, including descriptive analysis to gain insight into the sample. Validity and reliability tests were conducted to ensure data accuracy and consistency, enhancing the credibility of the finding.

4. Chapter 4: Statistical analysis of the study results

4.1. Introduction

This chapter presents the results of the field study that were statistically analyzed using the statistical programs SPSS version 22. The current chapter of statistical analysis includes descriptive statistics for the sample under study using SPSS version 22. Testing the validity and reliability of the questionnaires used to collect the required data from the current study sample. In order to test the research hypotheses and the suitability of the model, simple linear regression analysis was conducted via SPSS 22.

4.2. Characteristics of the study sample.

- The study sample was distributed according to gender – age group – educational qualification - job title - number of years of experience.
- Frequencies and percentages were calculated for the study sample members and are represented by demographic information that include:
 - Gender includes (male, female)
 - The age group includes (20 to 25, 25 to 30, 30 to35,35 to 40)
 - Educational qualification includes (High School, Diploma, Bachelor, Master)
 - Job title includes (Chemist, Sineor Chemist, Supervisor, Manager, Coordinator)
 - Number of years of experience includes (less than 1, 1 To 5, 5 To 10, 10 To 15)

(Table 5 Description of the study sample)

Variable	Variable classes	The number	Percentage of the total sample
Gender	Male	26	86.7%
	Female	4	13.3%
	Total	30	100%
Age	20 to 25	9	30%
	25 to 30	6	20%
	30 to35	11	36.7%
	35 to 40	4	13.3%
	Total	30	100%
Educational qualification	High School	4	13.3%
	Diploma	13	43.3%
	Bachelor	12	40%
	Master	1	3.3%
	Total	30	100%
Job title includes	Chemist	12	40%
	Sineor Chemist	1	3.3%

	Supervisor	4	13.3%
	Manager	2	6.7%
	Coordinator	11	36.7%
	Total	30	100%
Number of years of experience	less than 1	2	6.7%
	1 To 5	12	40%
	5 To 10	13	43.3%
	10 To 15	3	10%
	Total	30	100%

By the researcher, (2024) Based on the statistical analysis of the field study (N=30)

From the data in table 5, the following data were extracted:

- ❖ Regarding Gender: the statistical analysis results indicated that the number of males was 26, representing 86.7% of the total sample, while the number of females was 4, representing 13.3% of the total sample, as shown in the following figure:

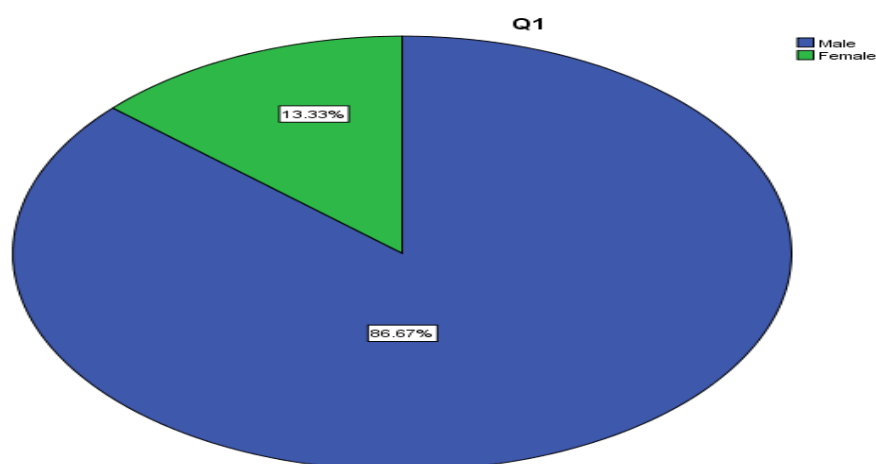


Figure 6: Gender By the researcher, (2024)

- ❖ Regarding Age: the statistical analysis results indicated the following distribution: 9 individuals aged 20 to 25 representing 30% of the total sample; 6 individuals aged 25 to 30 representing 20% of the total sample; 11 individuals aged 30 to 35 representing 36.7% of the total sample; 4 individuals aged 35 to 40 representing 13.3% of the total sample as shown in the following figure:

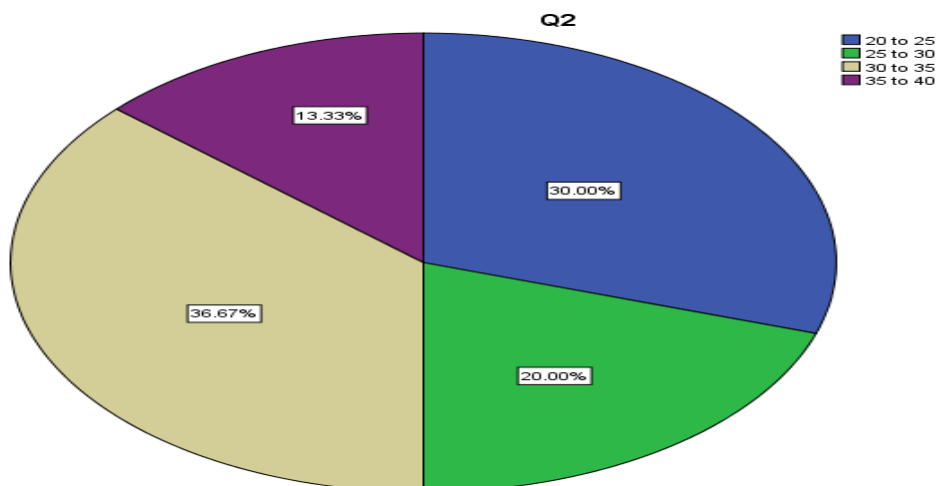


Figure 7: Age By the researcher, (2024)

- ❖ Regarding Educational qualification: the statistical analysis results indicated the following distribution: 4 individuals with high school qualification representing 13.3% of the total sample; 13 individuals with Diploma qualification representing 43.3% of the total sample; 12 individuals with Bachelor qualification representing 40% of the total sample; 1 individual with Master qualification representing 3.3% of the total sample, as shown in the following figure:

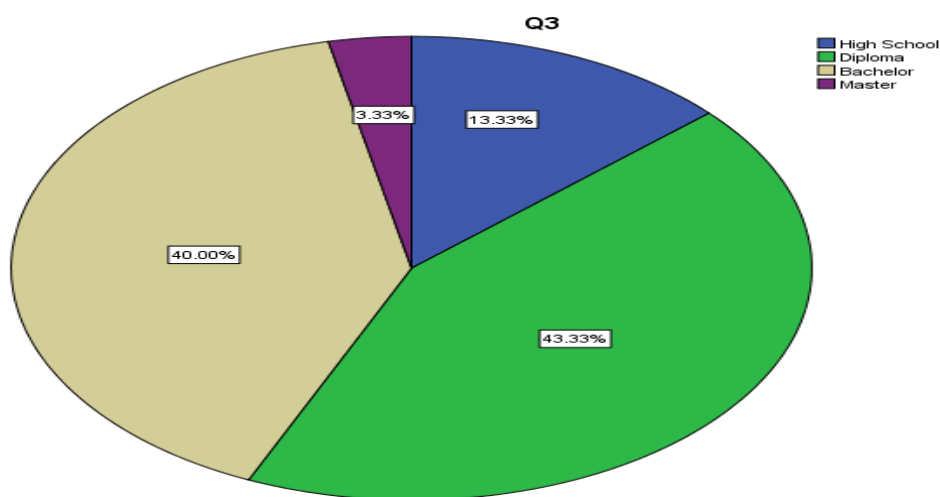


Figure 8: Educational qualification By the researcher, (2024)

- ❖ Regarding Job title: the statistical analysis results indicated the following distribution: 12 individuals working as chemist representing 40% of the total sample; 1 individual as Senior Chemist representing 3.3% of the total sample; 4 individuals as Supervisor representing 13.3% of the total sample; 2 individuals as Manager representing 6.7% of the total sample; 11 individuals as Coordinator representing 36.7% of the total sample, as shown in the following figure:

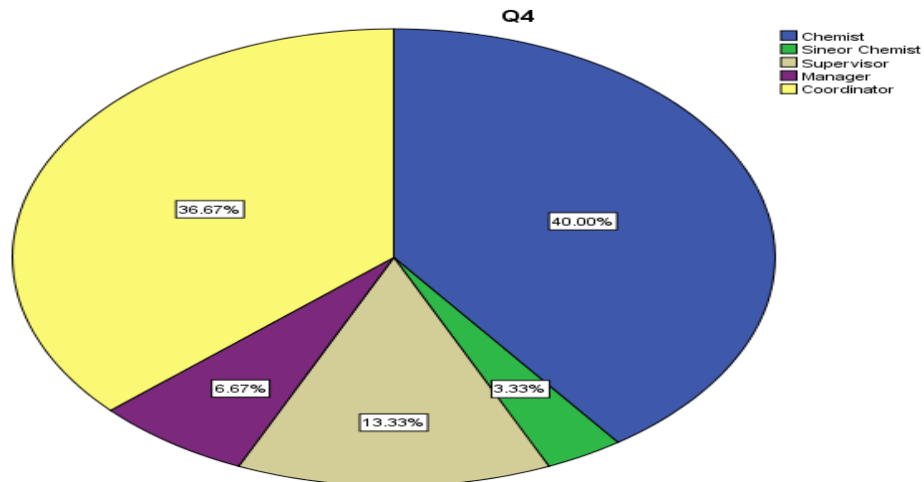


Figure 9: Job title By the researcher, (2024)

- ❖ Regarding Number of years of experience: the statistical analysis results indicated the following distribution: 2 individuals with less than 1 years of experience representing 6.7% of the total sample; 12 individuals with 1 to 5 years of experience representing 40% of the total sample; 13 individuals with 5 to 10 years of experience representing 43.3% of the total sample; 3 individuals with 10 to 15 years of experience representing 10% of the total sample, as shown in the following figure:

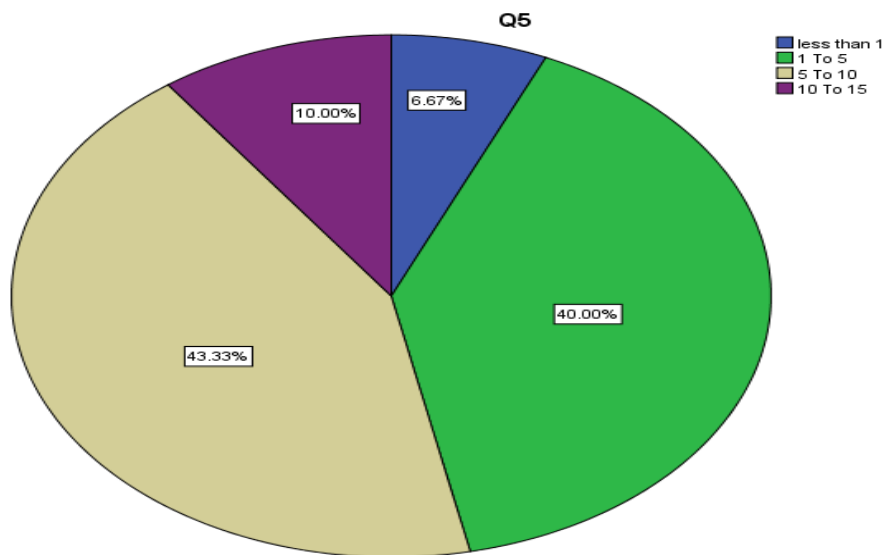


Figure 10: Number of years of experience By the researcher, (2024)

4.3. Measuring the validity and reliability of study instruments

In order to verify the validity and reliability of the measuring used in the study, the internal consistency validity of the questionnaires used to measure the study variables was tested, in addition to measuring the convergent validity by measuring the Average Variance Extracted (AVE). while the reliability of the measures used in the study was measured by measuring the value of Cronbach's alpha, using the statistical analysis program SPSS version 22. The following paragraph and tables explain this.

4.3.1. Validity of the measures used in the study

The internal consistency validity of the scale used to measure the study variables was tested. Addition to measuring the convergent validity by measuring the average variance extracted.

Internal consistency validity: it means the extent to which each statement of the questionnaire is consistent with the variable to which it belongs. Therefore, the researcher measured the internal consistency of the questionnaires by calculating the correlation coefficients between the score of each statement and the total score of the variable to which belongs. a correlation coefficient of less than 0.5 is removed from the questionnaire.

Convergent Validity: the average variance between statements that measure the same scale is measured by calculating the average variance extracted (AVE), whose value must be greater than 0.5.

The following tables show the statistical results for (correlation coefficients, standard deviation, calculated T value, and P value between the score of each statement and the total score of the variable to measure the validity of the internal consistency of the questionnaires. Also, calculating the value of the average variance extracted (AVE) to measure the convergent validity of the questionnaire through the equation model. Structural SPSS version 22, as follows:

(Table 6 Research Sample)

variable		Statements	KMO	Factor loadings	Standard deviation	P Values	Average variance extracted	
	Emotional intelligence	A1		0.332	0.776	0.00	0.607	
		A3		0.882	0.983	0.00		
	Motivation	B1		0.720	0.900	0.00	0.605	
		B2		0.567	1.008	0.00		
		B3		0.736	0.997	0.00		
		B4		0.396	0.915	0.00		

Employee Psychological Well-Being at Work	Work Environment and Social Relationships	C1	0,764	0.457	0.973	0.00	0.677	0.725
		C2		0.546	1.291	0.00		
		C3		0.822	1.213	0.00		
		C4		0.882	1.213	0.00		
	Work-life balance	D1		0.955	1.273	0.00	0.955	
	Structural Conditions at Work	E1		0.752	0.959	0.00	0.791	
		E2		0.829	1.306	0.00		
Project Success	Quality and Cost	F1	0.798	0.616	0.968	0.00	0.667	0.620
		F2		0.482	1.125	0.00		
		F3		0.903	0.944	0.00		
	Cost, time and satisfying customer	G1		0.539	0.819	0.00	0.505	
		G2		0.542	0.925	0.00		
		G3		0.434	0/898	0.00		
	Stakeholder	H1		0.455	0.935	0.00	0.555	
		H2		0.592	1.033	0.00		
		H3		0.619	1.129	0.00		
	Employee	I1		0.880	1.163	0.00	0.817	
		I3		0.754	1.088	0.00		

By the researcher, (2024) Based on the

It is clear from the table above:

The scale of applying the first variable: All correlation coefficients for all statements are strongly correlated with their dependent variable and its dimensions, at value greater than 0.5. in addition, the values of all correlation coefficients for statements are statistically significant at significance level less than 0.001. Accordingly, the internal consistency validity of the scale has been achieved in its five dimensions. Also, from the results above related to the value of the average variance extracted AVE for the variable and its dimension as a whole, which is equal to $0,725 > 0.5$ the value of the average variance extracted for the dimensions of the variable are: 0,607, 0.605, 0.677, 0.955, 0.791 respectively. Accordingly, the convergent validity of the questionnaire has been achieved.

The scale of applying the second variable: All correlation coefficients for all statements are strongly correlated with their dependent variable and its dimensions, at value greater than 0.5. in addition, the values of all correlation coefficients for statements are statistically significant at significance level less than 0.001. Accordingly, the internal consistency validity of the scale has been achieved in its four dimensions. Also, from the results above related to the value of the average variance extracted AVE for the variable and its dimension as a whole, which is equal to $0,620 > 0.5$ the value of the average variance

extracted for the dimensions of the variable are: 0,667, 0.505, 0.555, 0.817 respectively. Accordingly, the convergent validity of the questionnaire has been achieved.

4.3.2. Reliability of the study tool

The stability of the questionnaire refers to the stability of the questionnaire results and their non-change significantly if they were redistributed to the sample individuals several times during specific time periods. To measure the stability of the questionnaires used to measure the study variables, Cronbach's alpha values were calculated using SPSS version 22. The value must be greater than 0.7 for the scale to be stable.

(Table 7Research Sample)

Variable		Number of Statements	Cronbach's alpha	
Employee Psychological Well-Being at Work	Emotional intelligence	4	0.925	0.93
	Motivation	4	0.924	
	Work Environment and Social Relationships	4	0.925	
	Work-life balance	2	0,926	
	Structural Conditions at Work	2	0.927	
Project Success	Quality and Cost	3	0.922	0.925
	Cost, time and satisfying customer	3	0.914	
	Stakeholder	3	0.917	
	Employee	3	0.923	

It is clear from the table above:

Employee Psychological Well-Being at Work and the dimensions (Emotional intelligence, Motivation, Work Environment and Social Relationships, Work-life balance, Structural Conditions at Work): The statistical results showed that the value of Cronbach's alpha (0.925, 0.924, 0.925, 0.926, 0.927). which indicates that all values are greater than 0.7. the stability of the scale has been achieved.

Project Success and the dimensions (Quality and Cost, Cost, time and satisfying customer, Stakeholder, Employee): The statistical results showed that the value of Cronbach's alpha (0.922, 0.914, 0.917, 0.923). which indicates that all values are greater than 0.7. the stability of the scale has been achieved.

4.4. Descriptive analysis of the study variables

The responses of the sample were measured using a Likert scale as following:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

The following table show the relative weight corresponding to each category is calculated by multiplying the arithmetic mean by (100/5), where 5 is the five point scale, and create a table to clarify the significance of arithmetic averages:

The value of the arithmetic	Result (general trend)	Relative weight %	Level (degree) Practice/importance
From 1 to less than 1,8	Strongly Disagree	From 20% to less than 36%	Very low
From 1.8 to less than 2.60	Disagree	From 36% to less than 52%	Low
From 2,60 to less than 3.40	Neutral	From 52% to less than 68%	Middle
From 3.4 to less than 4.20	Agree	From 68% to less than 84%	High
From 4.20 to less than 5	Strongly agree	From 84% to less than 100%	Very high

The following table shows the descriptive analysis of the study variable represented by the arithmetic mean based on the five-point Likert scale and the standard deviations of the variables according to the table related to the importance of the arithmetic mean.

(Table 8 Research Sample)

Variable		Arithmetic mean		Standard deviation		General trend		Level of importance	
Employee Psychological Well-Being at Work	Emotional intelligence	3.71	3.5	0.788	0.759	Agree	Agree	High	High
	Motivation	3.63		0.793		Agree		High	
	Work Environment and Social Relationships	3.63		0.982		Agree		High	
	Work-life balance	3.17		0.959		Neutral		Middle	
	Structural Conditions at Work	2.9		1.02		Neutral		Middle	
Project Success	Quality and Cost	3.81	3.61	0.824	0.749	Agree	Agree	High	High
	Cost, time and satisfying customer	3.7		0.775		Agree		High	
	Stakeholder	3.41		0.908		Agree		High	
	Employee	3.52		0.887		Agree		High	

The data, as shown in the above table, reveals important insights into employee psychological well-being and project success. For Employee Psychological Well-Being at Work, the overall arithmetic mean is 3.5 with a standard deviation of 0.759, indicating an “Agree” trend and high importance. Within this variable, Emotional Intelligence has the highest mean of 3.71 and a standard deviation of 0.788, with a relative weight of 74.2%. Motivation and Work Environment and Social Relationships both scored 3.63, with standard deviations of 0.793 and 0.982, respectively, and a relative weight of 72.6%, reflecting high importance. On the other hand, Work-Life Balance (mean 3.17, standard deviation 0.959) and Structural Conditions at Work (mean 2.9, standard deviation 1.02) had lower scores, with relative weights of 63.4% and 58.0%, respectively, showing a neutral trend and medium importance.

For Project Success, the overall arithmetic mean is 3.61, with a standard deviation of 0.749, indicating an “Agree” trend and high importance. Among its dimensions, Quality, Cost, Time, and Customer Satisfaction had the highest mean of 3.7 and a standard deviation of 0.775, with a relative weight of 74.0%. This was followed by Employee Contributions (mean 3.52, standard deviation 0.887) with a relative weight of 70.4%, and Stakeholder Satisfaction (mean 3.41, standard deviation 0.908) with a relative weight of 68.2%, both reflecting high importance.

4.5. Linear correlation coefficients between the study variables

The following table shows Leiberson’s linear correlation coefficients between the study variables, measured using SPSS version 22:

		Correlations						
		Emotional	Motivation	Environment	balance	Structural	Psychological	Success
Emotional	Pearson Correlation	1	.892**	.723**	.603**	.568**	.917**	.880**
	Sig. (2-tailed)		.000	.000	.000	.001	.000	.000
	N	30	30	30	30	30	30	30
Motivation	Pearson Correlation	.892**	1	.724**	.607**	.671**	.935**	.791**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30
Environment	Pearson Correlation	.723**	.724**	1	.389*	.576**	.858**	.651**
	Sig. (2-tailed)	.000	.000		.034	.001	.000	.000
	N	30	30	30	30	30	30	30
balance	Pearson Correlation	.603**	.607**	.389*	1	.608**	.701**	.423*
	Sig. (2-tailed)	.000	.000	.034		.000	.000	.020
	N	30	30	30	30	30	30	30
Structural	Pearson Correlation	.568**	.671**	.576**	.608**	1	.773**	.500**
	Sig. (2-tailed)	.001	.000	.001	.000		.000	.005
	N	30	30	30	30	30	30	30
Psychological	Pearson Correlation	.917**	.935**	.858**	.701**	.773**	1	.796**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	30	30	30	30	30	30	30
Success	Pearson Correlation	.880**	.791**	.651**	.423*	.500**	.796**	1
	Sig. (2-tailed)	.000	.000	.000	.020	.005	.000	
	N	30	30	30	30	30	30	30

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

* . Correlation is significant at the 0.05 level (2-tailed).

The table shows on above a strong positive correlation (0,796) was found between the project success as a dependent variable and Employee psychological well-being at work (total) as an independent variable at a significance level than 0.01.

It was found that there is a strong positive correlation between project success as a dependent and each dimension of employee psychological well-being at work (Emotional intelligence, Motivation, Work Environment and Social Relationships, Work-life balance, Structural Conditions at Work) at the correlation:(0.880, 0.79, 0.65, 0.423, 0.500, 0.796) respectively, at a significance level below 0.01.

4.6. Testing Hypotheses & Findings Discussion

This part is related to testing the validity of the main hypotheses of the study and the subsequent sub-hypotheses, and the statistical results reached using SPSS version 22 as follows:

Main Hypothesis:

There is a statistically significant relationship between employee psychological well-being at work on project success.

Sub-hypotheses branch out of this main hypothesis as follows:

- There is a statistically significant relationship between emotional intelligence and project success.
- There is a statistically significant relationship between motivation and project success.
- There is a statistically significant relationship between work environment and social relationships and project success.
- There is a statistically significant relationship between work-life balance and project success.
- There is a statistically significant relationship between structural conditions at work and project success.

The results of the main hypothesis test for the study:

This hypothesis states that: “There is a statistically significant relationship between Employee Psychological Well-Being at Work and Project Success in SGS Inspection Services in Jubail”

To test this hypothesis, the Simple Linear Regression method was used to analysis between the application of Employee Psychological Well-Being at Work study as an independent variable and Project Success As a dependent variable.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.796 ^a	.634	.621	.461

a. Predictors: (Constant), Psychological

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.317	1	10.317	48.540	.000 ^b
	Residual	5.951	28	.213		
	Total	16.269	29			

a. Dependent Variable: Success

b. Predictors: (Constant), Psychological

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.863	.403		2.140	.041	.037	1.689
	Psychological	.786	.113	.796	6.967	.000	.555	1.017

a. Dependent Variable: Success

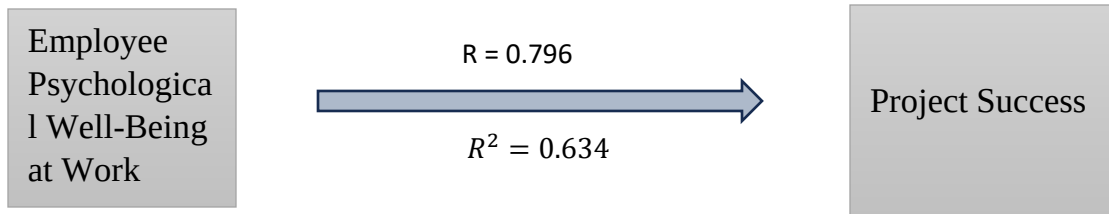


Figure 11: The proposed research model. Source: Researcher

It is clear from the tables above that:

The level of significance of the test (F) indicates (F. sig) less than (0.05), which indicates the significance of Simple linear regression model at a significance level of 0.05.

The value of the correlation coefficient ($R = 0.796$) indicates that there is a strong positive correlation between Employee Psychological Well-Being at Work and Project Success.

The coefficient of determination indicates R^2 (up to 63%) of the variance occurring in Project Success can be explained by the variation in the level of Employee Psychological Well-Being at Work.

The T value indicates the significance of the regression coefficient beta (β). Where the level of significance That calculated t-test is less than (0.05).

Based on the previous results and study, the hypothesis is accepted! The main construct which states that there is a positive correlation with the subject Statistical significance between Employee Psychological Well-Being at Work as an independent variable and project success as a dependent variable. and based on the study of Lee.et al., (2021). There a Statistical significance between Employee Psychological Well-Being at Work and project success.

The results of the sub-hypotheses test for the study:

This sub-hypotheses states that: “There is statistically significant relationship between (emotional intelligence, motivation, work environment and social relationships, work-life balance, conditions at work) and Project Success in SGS Inspection Services in Jubail”

To test these sub-hypotheses, the Simple Linear Regression method was used to analysis:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.892 ^a	.796	.753	.372

a. Predictors: (Constant), Structural, Emotional, balance, Environment, Motivation

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	12.943	5	2.589	18.680	.000 ^b
Residual	3.326	24	.139		
Total	16.269	29			

a. Dependent Variable: Success

b. Predictors: (Constant), Structural, Emotional, balance, Environment, Motivation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.563	.341		1.654	.111	-.140	1.266
	Emotional	.884	.210	.930	4.205	.000	.450	1.318
	Motivation	.050	.218	.053	.228	.821	-.400	.499
	Environment	-.016	.111	-.021	-.145	.886	-.245	.213
	balance	-.160	.102	-.205	-1.578	.128	-.370	.049
	Structural	.054	.103	.073	.525	.605	-.158	.266

a. Dependent Variable: Success

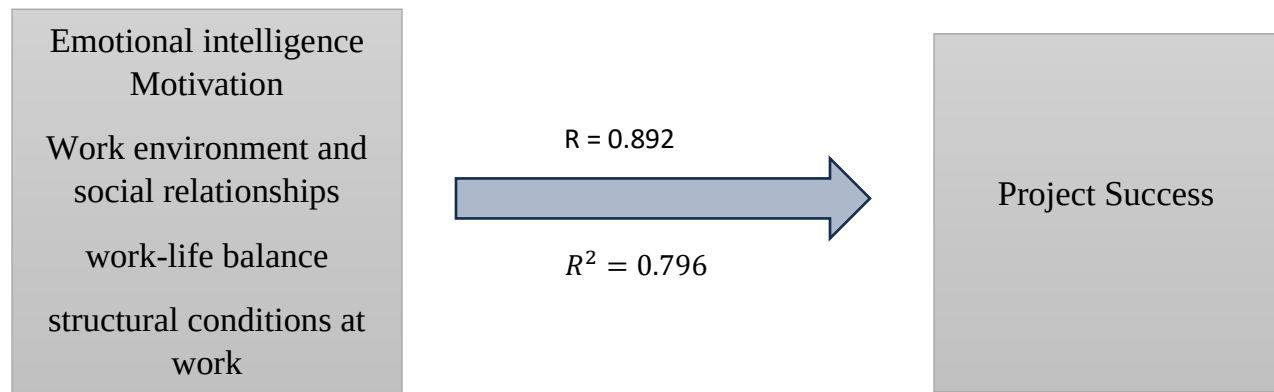


Figure 12: The proposed research model. Source: Researcher

It is clear from the tables above that:

- The level of significance of the test (F) indicates (F. sig) less than (0.05), which indicates the significance of Simple linear regression model at a significance level of 0.05.
- The value of the correlation coefficient ($R = 0.892$) indicates that there is a strong positive correlation between (emotional intelligence, motivation, work environment and social relationships, work-life balance, conditions at work) and Project Success.
- The coefficient of determination indicates R^2 (up to 79%) of the variance occurring in Project Success can be explained by the variation in the level of emotional intelligence, motivation, work environment and social relationships, work-life balance, conditions at work.
- The T value of emotional intelligence the significance of the regression coefficient beta (β). Where the level of significance That calculated t-test is less than (0.05). while the T value indicates there are not significance in motivation, work environment and social relationships, work-life balance, conditions at work of the regression coefficient beta (β). Where the level of significance That calculated t-test is more than (0.05)

Based on the previous results and previous study, the sub-hypotheses are accepted! The construct which states that there is a positive correlation with the subject Statistical significance between emotional intelligence, motivation, work environment and social relationships, work-life balance, conditions at work as dimension of Employee Psychological Well-Being at Work and project success as a dependent variable. and based on the study of Lee et al., (2021). There a Statistical significance between emotional and project success. and based on Dwivedula et al., (2016). There a Statistical significance between motivation and project success. and based on Wang et al., (2020). There a

Statistical significance between work environment and social relationships and project success. And based on Handoko et al., (2023), There a Statistical significance between work life balance and project success. And based on Dagenais et al., (2016), There a Statistical significance between conditions at work and project success.

4.7. Conclusion

For statistical analysis of the data of the current study, SPSS version 22 software was used. The researcher carried out the descriptive analysis of the study sample, as well as the descriptive analysis of the study variables. According to the result of the statistical analysis of this study, Validity and reliability have been achieved and the stability of the scales to measure the variables of the study. In addition, the main hypothesis of the study and five sub-hypotheses have been proved.

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Websites

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Appendices

Introduction

I am a student currently working on my graduation research titled “The Impact of Employee Psychological Well-Being on Project Success.” The goal of this research is to explore how the emotional well-being of employees affects the success of projects within organizations and to identify ways to improve this relationship.

As part of this study, I am gathering information on how organizations support employee well-being and how this impacts project outcomes. Your insights and feedback will be invaluable in providing a realistic view of the influence of well-being on project success. This will, in turn, help in developing expert recommendations to enhance both employee well-being and project performance in the future.

I sincerely appreciate your cooperation and contribution to this academic research. Thank you in advance for your time and honest responses.

Rest assured that any information you provide will be kept confidential and used solely for research purposes. Your input is highly valued, and I thank you again for your participation.

Personal Information

Gender:

Age:

Educational qualification:

Job title:

Years of experience:

Considering your job, please indicate to what extent you agree with each statement.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Psychological Well-Being at Work	1	2	3	4	5
I like my job.					
I feel confident at work.					
I know my value as a worker.					
I feel effective and competent in my work.					
I find my job exciting.					
I have a great sense of fulfillment at work.					
I like to take on challenges in my work					
I want to contribute to achieving the goals of my organization.					
I enjoy working with the people at my job					
I feel that my work efforts are appreciated.					
I feel that I am accepted as I am by the people I work with.					
I feel that the people I work with recognize my abilities.					
I am satisfied with the balance between my work and personal life.					
I often bring work home, which affects my personal time.					
I feel secure in my job and do not worry about losing it in the near future.					
My income is sufficient to support my lifestyle without needing to work excessive hour.					

Table 9: Psychological Well-Being at Work. Source: (Dagenais & Savoie, 2012)

Project Success	1	2	3	4	5
Projects completed on budget					
Employee work efficiently to ensure high quality project outcomes					
The projects are delivered on time as per the original schedule					
The service fulfills the requirement of the customer					
The projects are delivered a product/service of high quality					
The final project outcome meets the customer's expectation.					
The project receives the necessary support and resources from stakeholder.					

Effective control and monitoring of projects is consistently achieved					
The parties affected by the project are satisfied					
Project Managers work with high efficiency					
The project team members are satisfied					
The team are motivated and committed to the success of the project					

Table 10: Project Success. Source: (Collins & Baccarini, 2004).