

CAPITAL UNIVERSITY OF SCIENCE AND
TECHNOLOGY, ISLAMABAD



**Impact of Fun at Work on
Project Performance with the
Mediating Role of Work
Engagement and Moderating
Role of Attitude Towards Fun**

by

Fatima Babar

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

in the

Faculty of Management & Social Sciences

Department of Management Sciences

2018

Copyright © 2018 by Fatima Babar

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

I want to dedicate my work to parents firstly and then to my teachers and friends



CAPITAL UNIVERSITY OF SCIENCE & TECHNOLOGY
ISLAMABAD

CERTIFICATE OF APPROVAL

**Impact of Fun at Work on Project Performance with the
Mediating Role of Work Engagement and Moderating
Role of Attitude Towards Fun**

by

Fatima Babar

MPM163007

THESIS EXAMINING COMMITTEE

S. No.	Examiner	Name	Organization
(a)	External Examiner	Dr. Muhammad Arif Khattak	BU, Islamabad
(b)	Internal Examiner	Dr. Mueen Aizaz Zafar	CUST, Islamabad
(c)	Supervisor	Dr. S. M. M. Raza Naqvi	CUST, Islamabad

Dr. S. M. M. Raza Naqvi

Thesis Supervisor

October, 2018

Dr. Sajid Bashir
Head
Dept. of Management Sciences
October, 2018

Dr. Arshad Hassan
Dean
Faculty of Management & Social Sciences
October, 2018

Author's Declaration

I, **Fatima Babar** hereby state that my MS thesis titled “**Impact of Fun at Work on Project Performance with the Mediating Role of Work Engagement and Moderating Role of Attitude Towards Fun**” is my own work and has not been submitted previously by me for taking any degree from Capital University of Science and Technology, Islamabad or anywhere else in the country/abroad.

At any time if my statement is found to be incorrect even after my graduation, the University has the right to withdraw my MS Degree.

(Fatima Babar)

Registration No: MPM163007

Plagiarism Undertaking

I solemnly declare that research work presented in this thesis titled “**Impact of Fun at Work on Project Performance with the Mediating Role of Work Engagement and Moderating Role of Attitude Towards Fun**” is solely my research work with no significant contribution from any other person. Small contribution/help wherever taken has been dully acknowledged and that complete thesis has been written by me.

I understand the zero tolerance policy of the HEC and Capital University of Science and Technology towards plagiarism. Therefore, I as an author of the above titled thesis declare that no portion of my thesis has been plagiarized and any material used as reference is properly referred/cited.

I undertake that if I am found guilty of any formal plagiarism in the above titled thesis even after award of MS Degree, the University reserves the right to withdraw/revoke my MS degree and that HEC and the University have the right to publish my name on the HEC/University website on which names of students are placed who submitted plagiarized work.

(Fatima Babar)

Registration No: MPM163007

Acknowledgements

In the name of Allah, the most beneficent and merciful.

I am very much thankful to those who supported me in all my effort from beginning till end, particularly, my supervisor Dr. S.M.M. Raza Naqvi because I will not be able to complete my thesis without his help, guidance and strong support. He encouraged me a lot throughout my work. Just because of his support and help I ended up with my work so smartly. It's being so honour for me to be his student. Along with all these, I am very much thankful to my parents, teachers and friends who motivated me throughout my work.

Abstract

The purpose of study is to examine the impact of fun at work on project performance. This data was collected from the two eighty four respondent that are working in different project based organizations of Pakistan. The results indicate that fun at work has a significant and positive impact on project performance. The mediating role of work engagement between fun at work and project performance was established. Attitude towards fun playing the role of a moderator has shown significant impact between fun at work and project performance relationship. This study contributes particularly in the area of project management and fun at work. This study also gives significant implications for academicians and practitioners.

Key words: Fun at Work, Work Engagement, Attitude Towards Fun, Project Performance

Contents

Author’s Declaration	iv
Plagiarism Undertaking	v
Acknowledgements	vi
Abstract	vii
List of Figures	x
List of Tables	xi
1 Introduction	1
1.1 Background of the Study	1
1.2 Gap Analysis	5
1.3 Problem Statement	6
1.4 Research Questions	6
1.5 Research Objective	7
1.6 Significance of the Study	7
1.7 Supporting Theories	8
1.7.1 Humor Theory	8
1.8 Definition of Variables	10
1.8.1 Fun at Work	10
1.8.2 Work Engagement	10
1.8.3 Attitude Towards Fun	10
1.8.4 Project Performance	11
2 Literature Review	12
2.1 Fun at Work and Project Performance	12
2.2 Fun at Work and Work Engagement	14
2.3 Work Engagement and Project Performance	16
2.4 Mediating Role of Work Engagement between Fun at Work and Project Performance	17
2.5 Attitude Towards Fun Moderate the Relationship between Fun at Work and Project Performance	19

2.6	Research Model	20
2.7	Research Hypotheses	21
3	Methodology	22
3.1	Introduction	22
3.2	Research Design	22
3.2.1	Type of Study	22
3.2.2	Research Philosophy and Quantitative Research	23
3.2.3	Unit of Analysis	23
3.2.4	Population	23
3.2.5	Sample	23
3.3	Sample Characteristics	24
3.4	Instrumentation	26
3.4.1	Fun at Work	26
3.4.2	Work Engagement	26
3.4.3	Attitude Towards Fun	27
3.4.4	Project Performance	27
3.5	Data Analysis Techniques	27
4	Results	29
4.1	Measurement Model	29
4.2	Reliability Analysis	35
4.3	One-way Anova	35
4.4	Descriptive Analysis	36
4.5	Correlation Analysis	37
4.6	Regression Analysis	38
4.7	Summary of Hypothesis Accepted and Rejected	44
5	Discussion	46
5.1	Discussion	46
5.2	Theoretical and Practical Implications	48
5.3	Research Limitations	49
5.4	Future Research	49
5.5	Conclusion	50
	Bibliography	50
	Appendix	60

List of Figures

2.1	Impact of fun at work on project performance with mediating role of work engagement and moderating role of attitude toward fun . . .	20
4.1	CFA of Fun at Work	30
4.2	CFA of Work Engagement	31
4.3	CFA of Attitude Towards Fun	32
4.4	CFA of Project Performance	33
4.5	Measurement model (CFA) of four variables:Fun at Work (FA),work Engagement (WE),Attitude Towards Fun (ATF) and Project Performance (PP)	34
4.6	Unmediated Model	40
4.7	Mediating Model	41
4.8	Mediating Model with path coefficient	41
4.9	Moderation graph	43

List of Tables

3.1	Gender	24
3.2	Age	24
3.3	Experience	25
3.4	Qualification	25
3.5	Marital status	26
4.1	Measurement Model	35
4.2	Reliability	35
4.3	One way Anova	36
4.4	Descriptive Statistics	37
4.5	Correlation	38
4.6	Mediating role of work engagement between fun at work and project performance	39
4.7	Moderating effect of attitude towards fun	42
4.8	Conditional effect	44

Chapter 1

Introduction

1.1 Background of the Study

Fun at work is introduced in a way which really causes organizations to build the environment that encourage employees engagement and project performance. Fun at work comprise of social, task activities of funny nature which give an individual entertainment and happiness (Fluegge, 2008). Fun at work emerge from fish movie. It demonstrates by what means workers in fish market perform their duties joyfully in light of their fun logic (Lundin et al., 2002). According to McDowell (2005) fun at work characterized into the three dimensions: Fun climate, Fun person and Fun element which indicates an atmosphere, individual character and fun activities that are enjoyable, amusing and playful. In a comparable mood, Southwest Airlines recommended representatives to take part in fun activities with the goal of empowering a pleasing and fun working environment (Sunoo, 1995). For instance, New York headquarters allows representatives to try humor room or fun break activity (Caudron, 1992). Even IBM representatives recommended to try playrooms and imaginative spaces (Collison, 2002).

Eliot (1994) set a pattern for organization by reflecting a statement that make

the work valuable and not only work for dollar. He work hard to prove his statement. Another important issue for managers is to explore what make the environment fun. Previous research shows that by introducing fun activities, group lunch, outgoing plans make the productivity and morale high (Hale, 2002).

Lawler III (1992) found that those organizations in which employees are acknowledged by good work, by throwing party, by giving them reward, by casual day have more successful work units and these are because of high involvement of managers. These factors elaborate the importance of fun and having top management. Positive link between fun environment and subjective wellbeing found by (Diener and Lucas, 2000). Perrin (1998) found that having fun helps to promote productive projects.

Twelve categories of fun activities comprise of bringing food at work, competition for productivity, games, organizing trips, outside social gathering, participating in volunteer occasion, holiday gift exchange (secret friend exchange), public celebration of work achievement (award banquet), theme days (casual Fridays), recognition of personal milestones (birthdays), opportunities for encouraging talent (art classes) and removing stress activities (fitness classes) described by Ford et al. (2003).

McDowell (2005) defined fun into different categories that is socializing, celebrating, personal freedom and global fun. Less stress and low turnover and more energetic people found by having fun (McGhee, 1979). People having fun do good jobs with others and provide good services as well (Berg, 2001).

Moreover, fun at work described as tangible and intangible fun. For tangible, work environment fun includes some genuine exercises like sport activities offer by the organization (Meyer, 1999). For intangible, work environment fun viewed as atmosphere in the organization. Various authors outline humor as important component in work place.

Blanchard and Cheska (1985) defined fun as voluntary, enjoying activity as chance to explore, active engagement and self belief. They keep up that the inverse of work

is leisure, while work might be viewed as play. Moreover, fun at work is viewed as an essential mediator for learning and socialization (Rieber, 1996).

Worker characteristics also link with fun at workplace (Ford et al., 2003). It decides the sort and measure of fun that workers want. Age of the employees also links with fun. Younger employees are more connected with fun. Managers with higher education offer more fun activities including career growth process, personal milestones recognition and stress relief than less educated managers. Recently college graduates see work as self-articulation, not only to gain cash. They need an extraordinary pay as well as need fun and interesting jobs. Consequently, companies who are keen on convincing representatives are in a push to make fun work environments (van Meel and Vos, 2001).

According to Danko (2000) the offices which are designed attractively help to improve the productivity of work and to do work on time. It might enhance business capacity to enlist new specialists, decreasing enrollment costs and drawing in top-quality workers. Also administrative systems affect the work environment. Mayfield and Jacqueline (2004) found a significant relationship between leader communication and worker innovation.

In the past, creativity and new ideas were not much needed in the work. The stress was high due to excessive workload. Employees worked in tight schedules. Due to non-flexibility of schedule, employees were dull and did not complete work on time as well. Employees did not ask any questions. They always kept their heads down in front of managers. But present business succeeds only with highly productive workers who come up with new creative ideas. Fun at work fosters creative thinking. When employees have freedom to say anything without any fear then they are more interested in finding solutions. In this way, managers and employees work together in a more productive way. By incorporating some fun during training sessions compels newcomers. In 2013 survey found that people like their jobs because of having flexibility and freedom. By fulfilling the needs of employees helps to keep them

longer. Fun at work is not only about playing games. It also includes allowing everyone to take part in decision making by creating strong collaboration among them.

Workers get happy and satisfied by having fun at work. They feel less stressed, have more ability to generate creative ideas, are more good in making relations, in communications and show high level of performance at work and foster productivity also. They are more daring to take risk. They are not afraid to make mistakes, they learn from mistakes and also have positive attitude that helps them to succeed. Because of having all these attributes they become the role models for others. When fun is encouraged others also want to take part in it. When companies did not allow fun employees' motivation drops, they are generally less productive.

Fun at work enhances creativity and promotes adjustable ways of looking at things, it keeps state of mind light and helps to achieve goal on time with positive energy. Successful companies recognize each event to keep their goals high because they realize this is the only way to achieve target. This is the reason companies use fun and introduce ways to honor their employees because of their hard work. Teams that enjoy collectively perform well thus enhance unity and remove all barriers.

Fun at work encourages to take part in decision during sessions, remove clashes and keep information for long time. It is the most effective way to fasten at individual level and build empathy. At times when attitude barriers are on way so comic side remove such hurdles and welcome whole heartedly by establishing a domain where straight forward communication can be conducted. Fun can put an exciting end to business conformity. And basically it boosts the business field of work. People having fun at work get less sick, have less stress. It keeps them healthier and balanced.

Fun at work helps to boost up motivation in order to succeed. When we are motivated we build try to do list and set goals. It strives us toward work. Fun at work

raises social element. By sharing, doing discussions about project helps to get passionate about work. Participating in volunteer events bring people closer they get to know each other. It also helps to make strong bond between them. Recognizing others also support fun at work. By praising your worker helps to make the environment happy and set a positive energy all day. By receiving feedback from bosses employees feel valued. Instead of making tight time tables employees love to work in flexible environment. They work well even if they work fewer. By adding comic side with customer helps to build strong relationship with them. If manager encourage sense of humor then he can communicate and develop trust in his workplace. Humor motivate teacup sessions. There is a proof that humor increase our strength to face hurdles. And at time when we feel excited and have pleasure at work is not a cup of tea bound to taste little better, that is really true. Whether you believe or not our work place defines our growth and identity. Most of the relations build at place where you work. Putting altogether improve quality of workplace by introducing comic side everyday.

1.2 Gap Analysis

The researcher and practitioners have contributed a lot to highlight the outcome of fun at work and work engagement relationship (Bakker, 2007). But little research has been done on consequences of having fun in organizations. The importance of fun at work and its consequences on project performance has been least focused (Ford et al., 2003). Meyer (1999) and other business authors suggested that further research should be on importance and consequences of having fun at work. Previously it has been seen that work engagement mediates between job performance, self efficacy and financial performance but the mediating role of work engagement is still unexplored in order to define the impact of fun at work on project performance and no one tested moderating role of attitude toward fun between fun at work and project performance relationship.

While Pakistani society also lack empirical studies on fun at work. So there is need for conducting more studies on outcomes of fun at work in Pakistani context, so it would contribute significantly towards the literature as well as towards the research study in Pakistan for project based organizations.

1.3 Problem Statement

Fun at work is nowadays a mainstream point among researcher. As it become the important component of organization success because it determine whether the organization meeting its expectations in different areas like productivity of projects and performance. In our organizations unpleasant or dull environment at work and lack of recognition is a major cause of stress and poor performance. Due to this employees are not getting motivation to proceed with work and do well, failed to meet the target therefore affecting productivity and project performance.

To overcome the problem of productivity and poor performance of projects, the fun activities should be introduced to keep morale high (Hale, 2002). In this study, the attitude towards fun is used as a moderator that helps to realize the importance of having fun at work and deal with poor performance as well.

1.4 Research Questions

Question 1: What is the relationship between fun at work and project performance?

Question 2: Does work engagement mediates between fun at work and project performance relationship ?

Question 3: Does attitude toward fun play moderating role between workplace

fun and project performance ?

1.5 Research Objective

The aim of the study is to create and measure the model and discover the relationship between fun at work, work engagement, attitude toward fun and project performance outcomes.

1. To investigate the association between fun at work and project performance.
2. To examine mediating role of work engagement between fun at work and project performance.
3. To examine moderating effect of attitude toward fun on workplace fun and project performance relationship.
4. To test empirically and establish the proposed relationships in organizations of Pakistan.

1.6 Significance of the Study

Fun at work give incredible advantage to both the individual and the organization. In case individuals are having some good times, they will work harder, remain longer, care more for the organization, there is a noteworthy increment in the level of worker trust, imagination and communication - provoking lower turnover, higher morale, less stress which in result encourage to accomplish organization objectives that expand productivity, profitability thus enhance project performance. It is a stress reliever for employees who experience fun.

All work and no fun make a worker or employee dull boy. People who work all day without having fun at work have high stress level such employees become goof. Fun at work increase productivity because employees with energetic morale like and

do more work as they found their work more rewarding because they are being appreciated by their boss on completing their work. To be successful today, there is a need that employees think and come up with outbox solutions because the business or project with higher number of productive employees succeed against the competitions.

As we are entering in the age of innovative technology, competition is enhancing in every procedure and practice day by day, so it is the need of the hour to increase sale growth or productivity of projects. In this regard, the following study will provide a direction in which organizations will emphasize on having fun at work by incorporating activities that are accepted by employees that are of fun nature and that provide motivation to do work.

1.7 Supporting Theories

Several theories have been presented by researcher like social exchange theory, broad and build theory, job demand resources but humor theory can cover all the variables.

1.7.1 Humor Theory

Humor involve entertaining correspondences that create positive feelings and insights in individual or in firms. Generally it was observed as laughter activity but it is also a communication medium among workers. It is also related to making strong relationship with bosses. Humor have multidimensional characteristic. Martin viewed humor as individual personality trait, an expression of cheerfulness and ability to make humorous comments. Self-enhancing humor, this type of humor specifically helpful for stress reduction. A major function of humor is to provide amusement and entertainment. [Morreall \(1999\)](#) listed benefits of having fun at work. It promote mental flexibility and smooth social interactions. The managers who use humor gain more likes ([Holmes and Marra, 2002](#)). It boost unity [Romero and Pescosolido](#)

(2008),light up stress [Doosje et al. \(2010\)](#) and provide ideas to solve problem ([Holmes, 2007](#)).Supervisors who use humor have more job satisfaction.Humor in form of communication help to open atmosphere [Greatbatch and Clark \(2002\)](#) seen as attention seeker ([Sternthal and Craig, 1973](#)).Supportive humor used by factor workers to make work favourable.Moreover Humor have incredible effect on learning.Those who are high on humor have more capability of learning ([Dixon et al., 1989](#)).Humor helps in reducing social distance between groups ([Graham, 1995](#)).Positive relation found between trust and humor ([Hampes, 1999](#)).Use of humor increase commitment between groups ([Jehn and Shah, 1997](#)).

Performance elements ability and motivation both are foster by humor ([Locke, 1965](#)).In particular,humor enhance competence and attention that are elements of ability.Moreover,humor enhance energy to motivate on task as well.Humor enables people to connect in positive ways thus helps to meetup and reduce stress ([Feigelson, 1998](#)).Humor comprise of creative, unusual,imaginative thinking ([Csikszentmihalyi, 1997](#)). [Morreall \(1999\)](#) described humor as mental flexibility.Fun at work may give individual entertainment by socializing,celebrating, and by freedom of expression ([McDowell, 2005](#)).Moreover,these evidence proof between workplace and Project performance are positively related.

In study of Richard Caronin,head of firms asked their CEOs about incorporating humor in businesses schools.The responses showed that humor is important in business also while hiring they also prefer employees with good sense of humor.Ten reasons have been listed that shows humor is a key to success at work.Its helps in building trust, morale,allows company to stand out,increase productivity.Humor make meeting tolerable,helps to manage things,makes negotiation effective,make training most effective.Most of seminars offer by humor consultant with title that emphasizes on benefits includes mental flexibility and social benefits.

Study done by [Meyer \(1999\)](#) among employees of children center,they enlighten the humorous narratives like work life in organization,decision making,humorous events at work.Employees were gone through the examinations to assessed these

narratives and significant result were found on valuing sense of humor. It helps to cope up stressful situation for those who are experiencing humor in everyday life. This means the incorporation of humor found helpful in making individual life or environment easy. [Heinecke \(1997\)](#) proved humor as an effective tool in marketing field.

1.8 Definition of Variables

1.8.1 Fun at Work

A fun environment that begins, supports and consciously motivates playful activities ([Ford et al., 2003](#)). It comprises of social, task activities of funny nature which give an individual entertainment and happiness ([Fluegge, 2008](#)). Taking part in activities not directly linked to job stuff but that are enjoyable ([McDowell, 2005](#)). Fun creates a line between play and fun thus increases performance in the form of motivation, openness of ideas and profitability ([Bolton and Houlihan, 2009](#)).

1.8.2 Work Engagement

Work engagement comprises of vigor, dedication and absorption ([Schaufeli et al., 2002](#)). Vigor consists of willingness to invest effort, physical strength in work and has persistency to accomplish difficult tasks with high amount of energy. Dedication comprises of committed to task or purpose with spirit. Absorption referred as involved and fully concentrated in work.

1.8.3 Attitude Towards Fun

[Aldag and Sherony \(2001\)](#) defines attitude toward fun in terms of salient, appropriate and consequences. Employees have different views regarding fun whether it is suitable, important and has impact on performance.

1.8.4 Project Performance

Project are started to meet the market goals.Measuring performance during project is to know how things are going and how goal can be accomplished to meet expectations.Time,cost,quality are the pointers of estimating performance.

Chapter 2

Literature Review

2.1 Fun at Work and Project Performance

Fun is seen as temporary escape from tension. Different organization can attract different employees by creating fun environment. [McDowell \(2005\)](#) fun work comprise of socializing, celebrating, freedom and manager support helps to reduce stress that in result create healthy environment at work. Socializing described as how people interact with others in organization celebrating refers to fun activities like recognition of birthdays. Freedom described as ones ability of making self interest activities and global refers to building strong manager relationship. According to [Cooper \(2005\)](#) having great time at work might be viewed as a positive occasion. This way creates a positive environment which enhance performance ([Romero and Cruthirds, 2006](#)). This type of environment is in line with fun atmosphere. Findings proposed that humor increase performance because it is a function of ability or motivation.

In respect of competence [Mettee and Wilkens \(1971\)](#) and task energy [Dienstbier \(1995\)](#) humor has been seen as positively associated with performance. By looking at the association among leaders and followers at Canadian institution, the impact of fun on performance has been found ([Avolio et al., 1999](#)). Findings reveal that leaders who used humor always to resolve conflicts and reduce stress situation

were evaluated higher on performance assessment by their administrator contrast with leaders that did not use funny strategies (Avolio et al., 1999). Altogether these findings proposed that humor enhance competence which is the feature of performance.

Humor is also related with increasing task energy (Dienstbier, 1995). In particular, Dienstbier (1995) recommended that introduction to humor enhance energy towards competitive tasks. Also, positive connection among humor and motivation found by (Kuiper, 1995). Motivation towards tasks are more express by fun experiencing people (Kuiper, 1995). These findings proposed humor enhance task motivation which in this way foster performance.

Fun at work and its relation with trust in supervisor and coworker is explored by (Karl et al., 2005). Trust enables people to feel less stressed over being misused for their helping conduct along these lines encourage organizational citizenship behavior. In addition, employees trust that their helping conduct will probably be valued and responded by the objective.

The impact of fun at workplace extended from task behavior to extra role behaviors, known as organizational citizenship behaviors. In terms of Social exchange theory and reciprocity fun environment and organizational behavior is described. As per social exchange theory, worker frame connections in and with firm which include open-ended commitments such as helping a coworker (Cropanzano and Wright, 2001). Correspondence occur in view of fact that people show carefulness and decide to return back to the firm while taking part in organizational citizenship behaviors (Katz and KonovskyPugh, 1978).

Humor unwind people to less criticize new thoughts or error thus elevates openness to thoughts (Romero and Cruthirds, 2006). Investigation across community shows that fun increment mental flexibility and inconsistency which upgrade creative performance (Koestler, 1964).

The association between fun and creativity examined by confining an assignment funny and foolish thus resulted in greater performance (Friedman et al., 2007). In

particular, participants with positive mind performed better when the task was confined funny and silly as compared to serious task. Moreover, findings proposed that fun increment creative performance.

Collectively supporting such an idea that workplace fun encourage employee project productivity (Von Oech and Willett, 1990). Of the three performance outcomes, the findings indicated that fun at work was positively associated with organizational citizenship behavior in the form of establishing relationships among employees and helping them, with task performance in terms of competence and task motivation and to creative performance in terms of enhancing mental flexibility. So, on the basis of previous studies following hypothesis is generated.

H₁: Fun at work is positively and significantly related with project performance.

2.2 Fun at Work and Work Engagement

If fun amount is high in an organization, then employees invest all of their energy into what they do. Work engagement comprise of vigor, dedication and absorption (Schaufeli et al., 2002). Vigor consists of willingness to invest effort, physical strength in work and have persistency to accomplish difficult task. Dedication comprise of persistency and committed to task or purpose. Absorption referred as involved and fully concentrated in work. This model of work engagement supported by previous studies (Schaufeli et al., 2002). By performing as job resource and recovery mechanism, fun at work may impact engagement. Particularly, fun at work perform duty as a Job Demands-Resources Model due to its social and interactive nature (Demerouti et al., 2001). In addition, fun at work act as recovery mechanism by providing cognitive break (Sonnetag, 2003).

Fun at work perform as a job resource to enhance work engagement. In line with Model, job resources located at various levels. These levels include task (skills and performance feedback), organizational work (taking part in decision and defining

roles), enhancing social relations and developing career opportunities (Bakker and Demerouti, 2008). Due to similarity of social element of fun at work with job resources they enhance work engagement. Positive association found between each dimension of work engagement and job resources (Christian et al., 2011).

Job resource act as intrinsic role to foster employee growth and development and extrinsic role to achieve goals. The intrinsic quality is also determined by job characteristics theory (Hackman, 1980). As extrinsic role, it provide environment to foster ones ability or effort to complete task on time and achieve goal (Meijman and Mulder, 1998). Job resource found helpful in keeping work engagement when the work load is high (Hakanen et al., 2005). It was also found helpful in coping the misconduct interaction between student and teachers (Bakker and Demerouti, 2007).

Secondly, fun at work function as a recovery mechanism, allowing people to more engaged. Roy (2017) Banana Time study proposed that fun at work help to break up dullness. Fun loving social activities particularly talking, joking around functioned as recovery mechanisms that allowed people to engage in their work thus enhance work engagement. Employees improved their workplaces by taking part in activities that were not related to task and by developing mutual trust within the group.

According to Sonnentag (2003) research positive association between recovery period and work engagement found by examining about incorporating leisure recovery activities (Because of leisure activities I pursue, I feel recovered). So, fun at work positively impact work engagement by performing as job resource and recovery mechanism. On the basis of previous studies following hypothesis generated:

H₂: Fun at work is positively and significantly related with work engagement.

2.3 Work Engagement and Project Performance

Work engagement is seen as important priority in organizations (Demerouti et al., 2010). Work engagement assessed by supervisors found positive link with job performance Bakker and Bal (2010), financial results Xanthopoulou et al. (2009) and client satisfaction (Salanova et al., 2005). Work engagement has also a positive link with job characteristics that includes resources, motivators or energizers, coworker and supervisor support, performance feedback, job autonomy, mentoring and career developing facilities. Individual use their maximum physical and social strength and effort to perform work role also relates to work engagement.

Task performance comprise of in-role performance practices that directly serves the organization goals (Motowidlo and Van Scotter, 1994). Among other things, task performance includes meeting company objectives and meeting sale prices (Behrman and Perreault, 1982). The definition of task performance emphasizes the instrumentality of performance for organizational goals.

Work engagement is essential for employees and organizations as well because engaged employees results in better job performance (Demerouti et al., 2010). Better performance among engaged workers in comparison to non-engaged is examined by employees who experience positive emotions like joy and enthusiasm (Bakker and Demerouti, 2008).

Broaden and build theory Fredrickson and Branigan (2005) proposed that positive emotions consisting of joy and happiness broad thoughts and actions of people and helps to increase personal physical and social growth. It helps to foster or incorporate new ideas thoughts and experience. Positive emotions mostly experienced by engaged employees (Schaufeli et al., 2008). Happy people are more responsive to opportunities, in helping behavior and they are more confident (Cropanzano and Wright, 2001). For example, Bakker and Bal (2010) showed that engaged teachers were rated high on in role performance by their administrator.

Creative performance refers as generating and explaining ideas that are valuable and helpful (Amabile, 1988). Kahn (1990) proposed that creativity comes from personal engagement, sometimes declared as flow. However, from research on flow positive link found between work engagement and creative performance .

Cziszikszentmihalyi (1990) defined flow as a state in which people fully involve in an activity that nothing matters. Flow comprise of focusing attention Webster et al. (1993) and uplifted inclusion (Martocchio and Webster, 1992). It closely resemble the dimension of work engagement that is absorption (Hakanen et al., 2006). Flow and engagement indicates condition in which people are absorbed in work. However, in view of resemblance to work engagement the idea of flow proposed that work engagement may facilitate creative performance.

LeFevre (1988) proposed a relationship between experienced flow and creativity by sampling study comprise of 1026 workers. Participants carried paging devices and assessed their flow and creative performance. Results from responses proposed that flow and creative performance were significantly and positively related. Particularly, participants who experienced flow regularly show greater creative performance. Hence, on the basis of previous findings the following hypothesis is generated.

H₃: Work engagement is positively and significantly related with project performance.

2.4 Mediating Role of Work Engagement between Fun at Work and Project Performance

Fun at work enhance work engagement by performing as a job resource and recovery mechanism. Work engagement resulted in higher individual performance. Past research on positive emotions broaden and build theory also reported link between work engagement and Project performance (Fredrickson and Branigan, 2005).

Positive emotions mostly experienced by engaged employees (Schaufeli and Salanova, 2007). They are more responsive to opportunities, in helping others and high confidence is predicted thus enhance performance (Cropanzano and Wright, 2001). Confirmed studies on flow proposed that work engagement enhanced creative performance (Langelan and LeFevre, 1988).

Positive link and full mediation was found by mediating role of work engagement between transformational leadership and extra role performance by (Salanova et al., 2011). Subordinates assessed their supervisors in hotel of china found that work engagement mediates between workplace rejection and service performance. Significant and mediating role of work engagement between procedural justice and job outcomes found by (Karatepe, 2011).

In united kingdom, the employees found the positive relation between engagement and performance (Robertson et al., 2012). In terms of task and contextual work engagement is measured. Relationship between work engagement and work performance is measured by Italian and dutch employees (Balducci et al., 2010). Kirk-Brown and Van Dijk (2011) found the relationship between work engagement and work performance. To explain the relationship between individual and job performance mediating role of work engagement was conducted in united states and positive results were found (Rich et al., 2010). Karatepe and Ngeche (2012) found partial mediation of job embeddedness in relationship with work engagement and job outcomes among hotel employees in cameeroon.

Work engagement partially mediated between self efficacy and in role and fully mediated between extra role performance found by (Xanthopoulou et al., 2008). It was also found that work engagement mediates between teachers in role performance and partially with organizational behavior (Chughtai and Buckley, 2009). In terms of financial performance work engagement mediating role is also found by (Xanthopoulou et al., 2009). As a result work engagement mediate between performance and transformational leadership, job embeddedness, self efficacy and organizational behavior. So on the basis of previous literature this study attempt to develop and

test the following hypothesis.

H₄: Work engagement mediates the relationship between fun at work and project performance.

2.5 Attitude Towards Fun Moderate the Relationship between Fun at Work and Project Performance

Attitudes toward fun will influence by individual and organizational characteristics as well. It was found that work history, social experience, personality characteristics will affect his or her attitude toward fun (Aldag and Sherony, 2001). Extroverts are more cheerful (John and Srivastava, 1990). They have more ability to deal with stress. Study done by nurses found that they rated high in accomplishment (Brown et al., 2005). Positive relation with job satisfaction found as well (Barrick et al., 2001). Agreeable people are more helpful and cooperative. They are more good in making interactions with people (Mount et al., 1998). Tendency to have fun at work was mostly found by socially stable people and might be less for others (Karl et al., 2007).

Regardless of fact that incorporating fun into environment appear to be valuable to representative. To introduce fun at work is restricted by few people. There exist some dissimilarity in views among employees about having fun at work (Whiteley and Hessian, 1996). Individuals may differ in their views with respect to these areas importance of having fun at work, is it going to be suitable and what are their effects at workplace (Karl et al., 2007). Fun may play an important role in their job satisfaction with high social needs and may be less important for others (Clouse and Spurgeon, 1995). Those who assess attitude positively wants to engage in behavior (Eagly and Chaiken, 1993). Fun activities supported by workers who have

positive attitude toward fun than with less attitudes. Particularly, employees pursue to have fun at work who think fun as appropriate, are more comfortable in incorporating activities who view it as salient and those want positive outcomes as well. Positive link between attitudes and fun found by students of Mba and by health care workers (Karl et al., 2007). Hence on the basis of previous studies following hypothesis have been generated.

H₅: Attitude towards fun moderates the relationship between workplace fun and project performance. People with high attitude towards fun show high level of project performance than people with low attitude towards fun.

2.6 Research Model

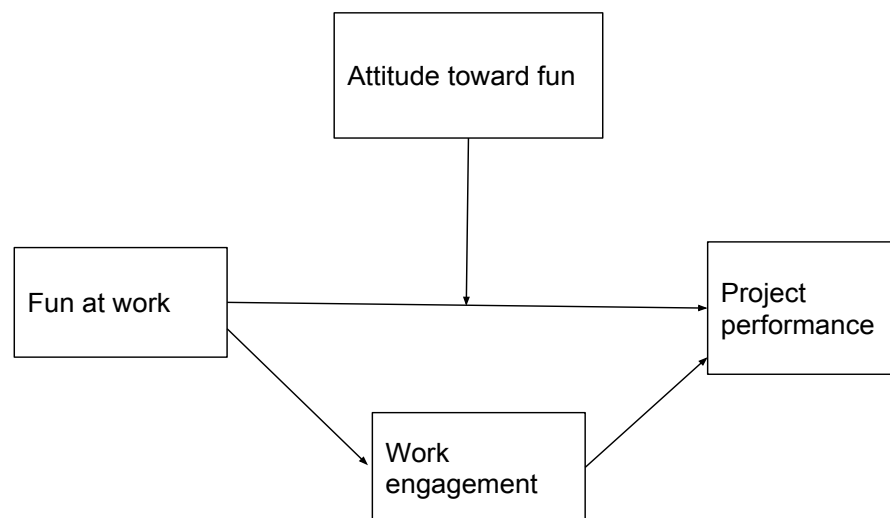


FIGURE 2.1: Impact of fun at work on project performance with mediating role of work engagement and moderating role of attitude toward fun

2.7 Research Hypotheses

H₁: Fun at work is positively and significantly related with project performance.

H₂: Fun at work is positively and significantly related with work engagement.

H₃: Work engagement is positively and significantly related with Project performance.

H₄: Work engagement mediates the relationship between fun at work and Project performance.

H₅: Attitude towards fun moderates the relationship between workplace fun and project performance. People with high attitude toward fun show high level of project performance than people with low attitude toward fun.

Chapter 3

Methodology

3.1 Introduction

Methodology described here to discover relationship of fun at work and project performance,with the intervening part of work engagement and by moderating role of attitude toward fun.This chapter deals with research design that cover all data collection techniques and also pay attention to measurement and instrument reliability analysis.

3.2 Research Design

3.2.1 Type of Study

This study is used to highlight the impact of fun at work on the performance of project,for this co-relational study has been used in this research.In this regard,project based organizations of Pakistan have been targeted to get the required data needed to get the authentic results.Initially 350 questionnaires were set as a target but 284 genuine responses were collected.To represent the population of Pakistan the sample was assumed and selected.This will help to generalize the results.

3.2.2 Research Philosophy and Quantitative Research

This research is following the hypothetical deductive approach which is totally based on the determinism philosophy, in which previous and existing theories were utilized to demonstrate and support our hypothesis which will then be tested empirically to verify the proposed hypothesis. Hence, quantitative research has been used with the purpose to collect data for demonstrating the nature of the relationship between variables and to associate variables with each other.

3.2.3 Unit of Analysis

It is defined as what or who that is being analyzed. It can be individual, group, industry, organization, and country. The unit of analysis for this study was employees of project-based organizations from Islamabad, Rawalpindi.

3.2.4 Population

Population refers to the whole gathering of people, events, and things associated with the concern that a researcher wants to explore (Sekaran and Bougie, 2016). Employees of project-based organizations from Islamabad, Rawalpindi are the population of the current study.

3.2.5 Sample

The sample mainly consists of employees of different project-based organizations. In this study, convenience sampling technique is used, in which data is randomly collected from the project-based organizations of Pakistan. We distributed 350 questionnaires in different project-based organizations of Rawalpindi and Islamabad. Out of 350, 300 were received back, out of which only 284 questionnaires were considered for analysis, while distributing the questionnaire, the respondents were

assured that their names designation and data will be used only for this academic purpose, so they can fill the questioner without any hesitation.

3.3 Sample Characteristics

The demographics of this study are: gender, age, experience, education and marital status. The total sample of 284 the population.

TABLE 3.1: Gender

Gender	Frequency	percent	Cumulative Percent
Male	226	79.6	79.6
Female	58	20.4	100
Total	284	100	

It has been shown in Table 3.1 that 226 were male and 58 were female respondents, having percentage 79.6% and 20.4% respectively. As we can see majority of respondents were male.

TABLE 3.2: Age

Age	Frequency	percent	Cumulative Percent
20.1-30	183	64.4	64.4
30.1-40	94	33.1	97.5
40.1-50	7	2.5	100.0
Total	284	100	

Table 3.2 shows, the above table represent the respondents age, the respondent having age 20.1-30 years were 183, the respondents of age 30.1-40 were 94, while the respondents of age 40.1-50 were 7 having percentage 64%, 33% and 7% respectively. In that study, the percentage of respondent having age 20.1-30 are high.

TABLE 3.3: Experience

Experience	Frequency	percent	Cumulative Percent
0-3	76	26.8	26.8
3.1-6	85	29.9	56.7
6.1-9	55	19.4	76.1
9.1-12	42	14.8	90.8
12.1-15	21	7.4	98.2
above 15	5	1.8	100.0
Total	284	100	

Table 3.3 shows that Out of 284 respondents 76 have 0-3 years of experience,85 have 3.1-6 years of experience and 55 have 6.1-9 years of experience,42 have 9.1-12 year of experience,21 have 12.1-15 year of experience and 5 have above 15 year of experience.In that study the percentage of respondents having 3.1-6 year of experience are high.

TABLE 3.4: Qualification

Qualification	Frequency	percent	Cumulative Percent
bachelor	149	52.5	52.5
master	124	43.7	96.1
Mphil	11	3.9	100.0
Total	284	100	

Table 3.4 shows that 149 of the respondents have bachelor education,124 have master and 11 have mphil education.In that study bachelor percentage is high.

TABLE 3.5: Marital status

Marital status	Frequency	percent	Cumulative Percent
married	146	51.4	51.4
unmarried	138	48.6	100.0
Total	284	100	

Table 3.5 shows the respondents marital status such that 51% of the respondent were married and 48 % were unmarried. In that study the percentage of married respondents are high.

3.4 Instrumentation

The data collected through questionnaires adopted from different sources. All things included in the questionnaire i.e. fun at work, work engagement, attitude toward fun and project performance has to be answered by employees. Responses were obtained through 5 points Likert scale ranging from (strongly disagree 1 to 5 strongly agree). Questionnaire comprise of five demographic variables related to respondent Gender, Age, Qualification and Experience and Marital status.

3.4.1 Fun at Work

Fun at work is measured by McDowell (2005) and also by using a list of 12 categories of fun activities (Ford et al., 2003). Responses were obtained through 5 point Likert scale ranging from (Strongly Disagree 1 to Strongly Agree 5). Sample item are Food at work, special events, public celebrations, theme days and personal milestones. Reliability reported was .874

3.4.2 Work Engagement

By using 9 item Engagement Scale, work engagement is measured (Schaufeli et al., 2006). Responses were obtained through 5 point Likert scale ranging from (Strongly

Disagree 1 to Strongly agree 5). Sample item reflecting vigor, dedication and absorption are: At my work I feel bursting with energy, I find the work full of meaning and purpose and I am enthusiastic about my job. Reliability reported was .875

3.4.3 Attitude Towards Fun

Employees attitude toward fun is measured by (Aldag and Sherony, 2001). Responses were obtained through 5 point Likert scale ranging from (Strongly Disagree 1 to Strongly Agree 5). Sample item reflecting appropriateness, salience and consequences are I feel happy to work with people who like to have fun, when work is fun employee work harder and longer, employees with healthy humor work well with others. Reliability reported was .771

3.4.4 Project Performance

Project performance was originally constructed by Nidumolu (1995) but adopted from (Gu et al., 2014). Response were obtained through 5 point Likert scale ranging from (Strongly Disagree 1 to Strongly Agree 5). Sample Items are Projects are completed on time and Projects resulted in sales growth. Reliability reported was .854

3.5 Data Analysis Techniques

After collecting data of 284 respondents that is relevant for study, it was then analyzed on SPSS and Amos was used as well. A number of procedures while analyzing the data are used, such procedures are as following:

1. First of all, properly filled questionnaires were selected for analysis.
2. For data analysis, each variable of question are was then coded.
3. To explain the sample characteristics frequency tables were used.
4. To justify the measurement model CFA was used.
5. By using numerical values descriptive statistics was conducted.

6. Cronbach alpha was conducted to check the reliability of variables.
7. To check the significant relationship exist between the variables correlation analysis was conducted.
8. To check the proposed relationship between independent and dependent variables linear regression was conducted.
9. To check the existence of mediating and moderating role between the Independent and dependent variable Preacher and Hayes process was conducted.

Chapter 4

Results

4.1 Measurement Model

Confirmatory Factor Analysis (CFA) approach was conducted to measure validity of model [Anderson \(1988\)](#) which comprise of four latent variables: Fun at work, work engagement, attitude towards fun and project performance. Fit indices was IFI, TLI, CFI, RMSEA used to determine model fit.

The first variable that is independent variable fun at work denoted by FA shown in [fig 4.1](#) have 16 items. Factor loading are FA1=2.08, FA2=.92, FA3=1.93, FA4=1.59, FA5=1.82, FA6=1.90, FA7=1.27, FA8=1.81, FA9=1.75, FA10=1.21, FA11=2.21, FA12=1.44, FA13=1.81, FA14=1.44, FA15=1.34, FA16=1.00. Fit indices are in acceptable range (IFI=.992; TLI=.983; CFI=.992; RMSEA=.029)

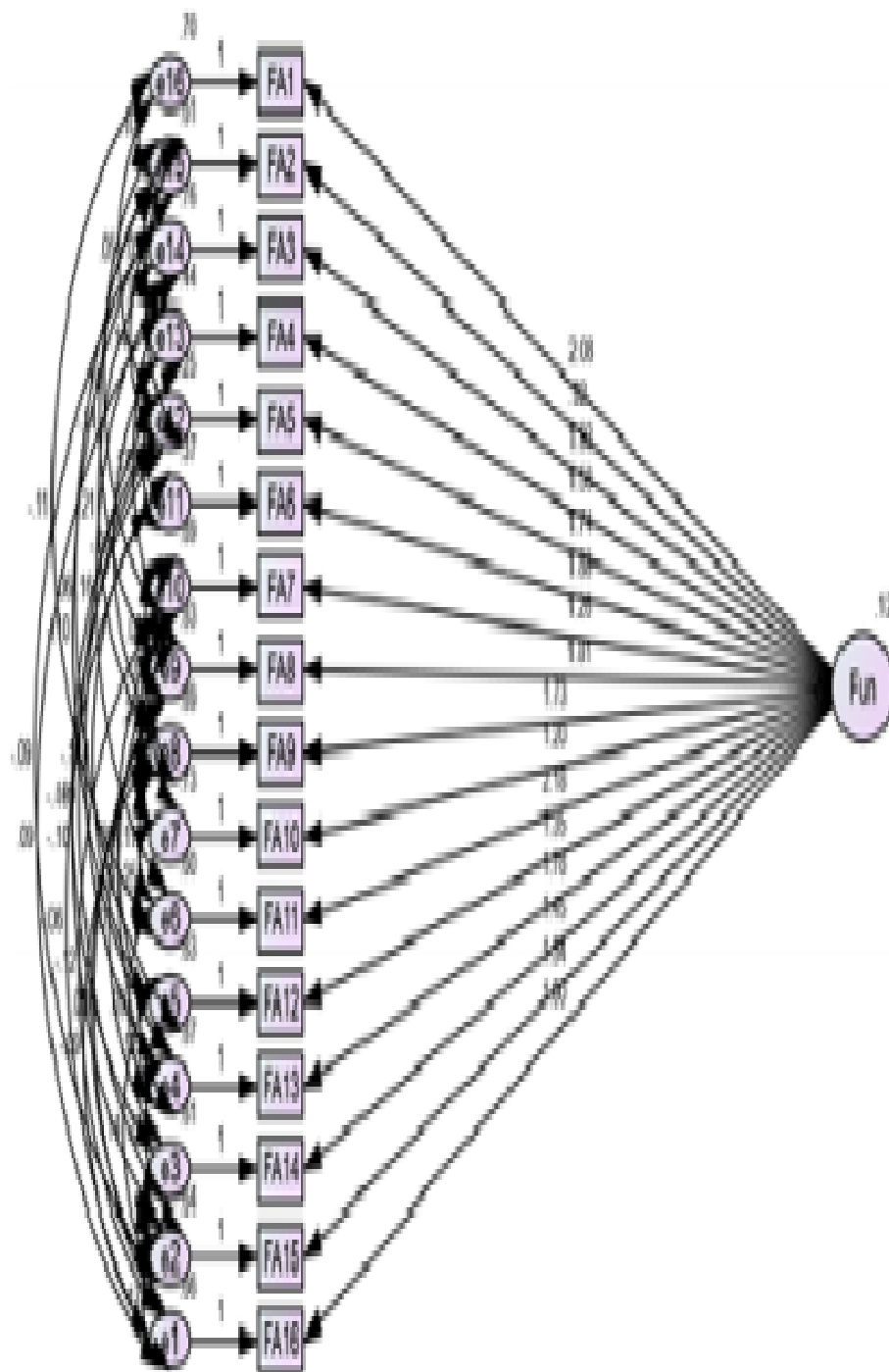


FIGURE 4.1: CFA of Fun at Work

The second variable that is mediating variable work engagement shown in fig 4.2 denoted by WE have 12 items. Factor loading are WE1=.87, WE2=1.16, WE3=.63, WE4=.97, WE5=1.24, WE6=.86, WE7=.74, WE8=.57, WE9=.91, WE10=.95, WE11=1.13, WE12=1.00. Fit indices are in acceptable range (IFI=1.00; TLI=1.00; CFI=1.00; RMSEA=.000)

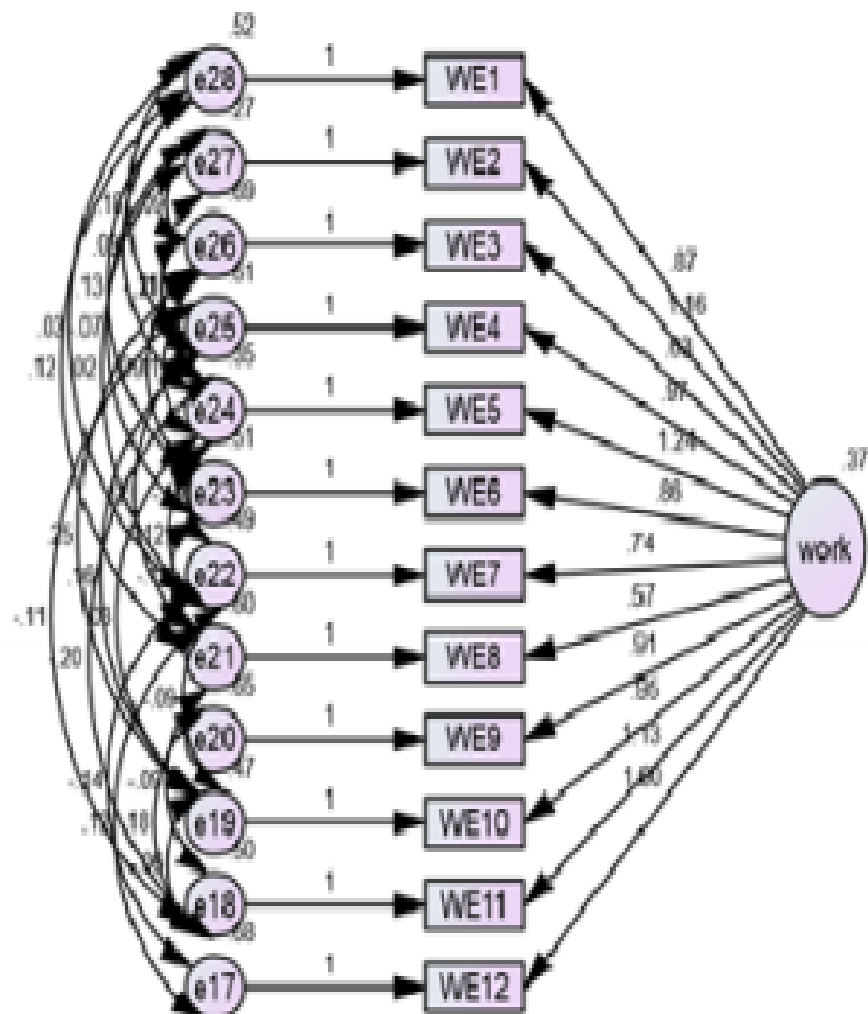


FIGURE 4.2: CFA of Work Engagement

The third variable that is moderating variable attitude toward fun denoted by ATF shown in fig 4.3 have 9 items. Factor loading are ATF1=.55, ATF2=.26, ATF3=.69, ATF4=.52, ATF5=1.12, ATF6=1.30, ATF7=1.11, ATF8=1.26, ATF9=1.00. Fit indices are in acceptable range (IFI=1.00; TLI=1.00; CFI=1.00; RMSEA=.000)

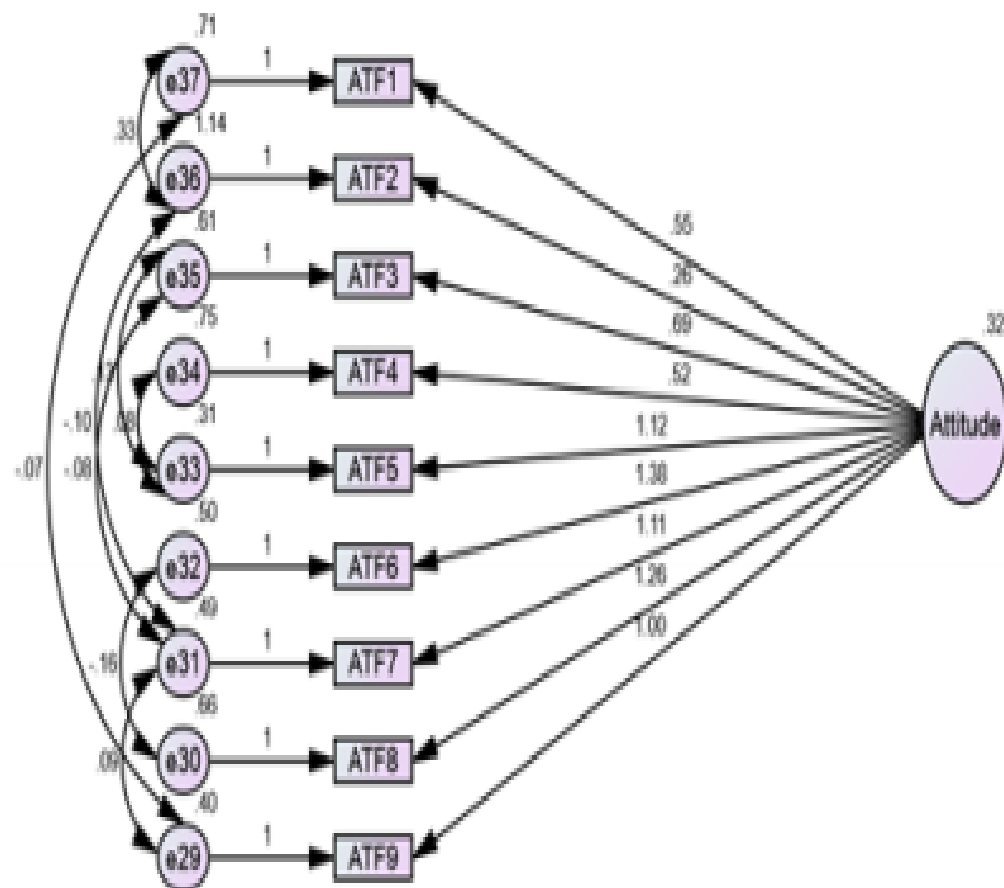


FIGURE 4.3: CFA of Attitude Towards Fun

The fourth variable that is dependent variable project performance denoted by PP shown in fig 4.4 have 8 items. Factor loading are PP1=.72 ,PP2=.57, PP3=.55 ,PP4= .58 ,PP5=.72, PP6=1.12 ,PP7=1.30, PP8=1.11. Fit indices are in acceptable range (IFI=.995; TLI=.982; CFI=.995; RMSEA=.046)

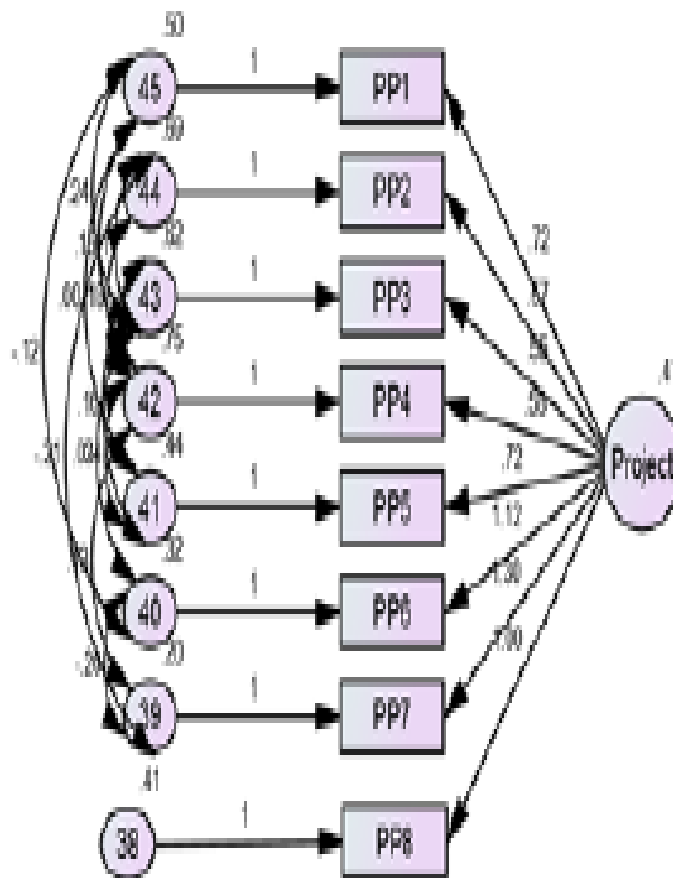


FIGURE 4.4: CFA of Project Performance

Confirmatory Factor Analysis (CFA) for all combined latent variables shown in fig 4.5 have (cmin/df=3.1, RMSEA=.087 ,IFI=.837; TLI=.773; CFI=.832; RMSEA=.087).Model had satisfactory validity indicated by results.

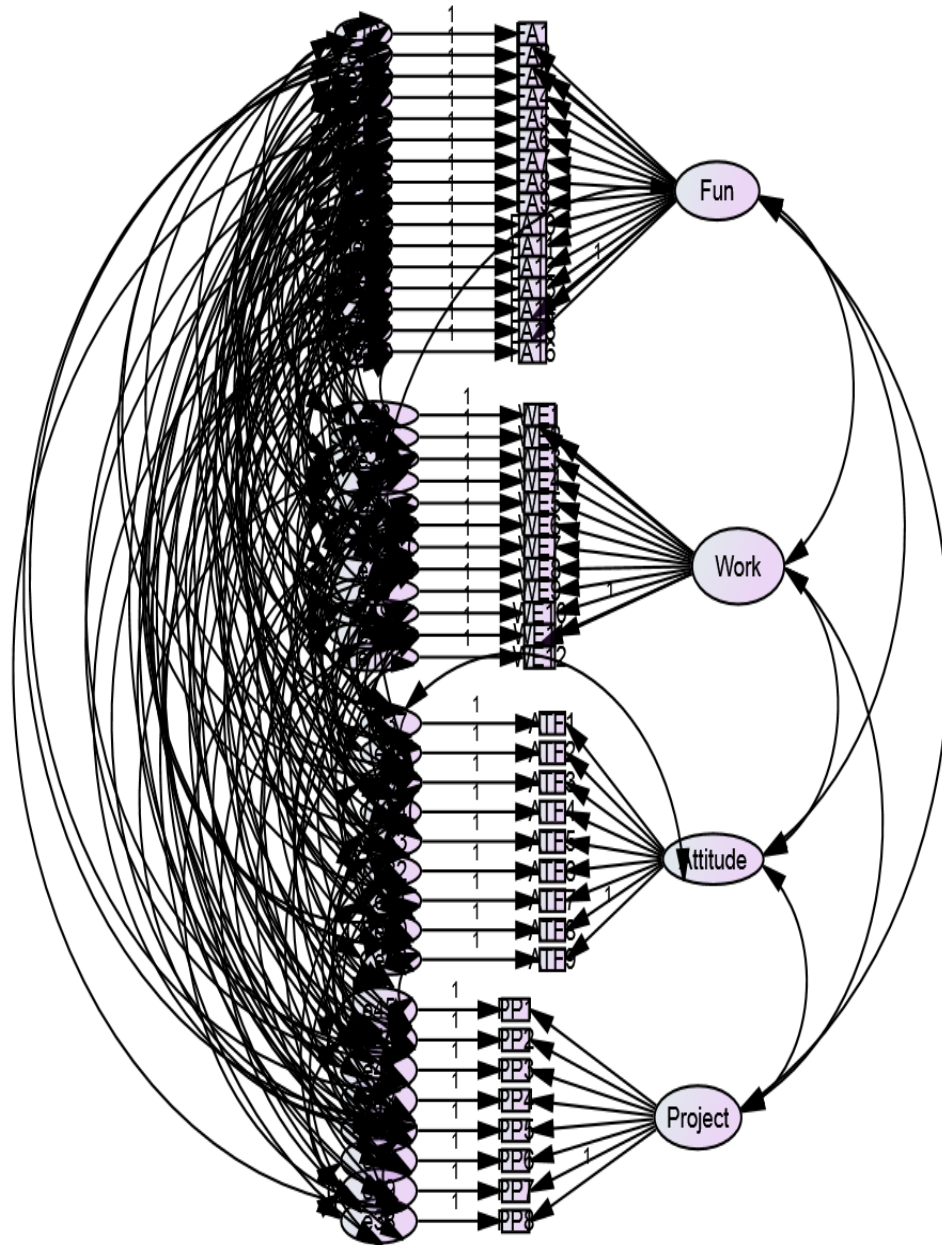


FIGURE 4.5: Measurement model (CFA) of four variables:Fun at Work (FA),work Engagement (WE),Attitude Towards Fun (ATF) and Project Performance (PP)

TABLE 4.1: Measurement Model

	X	Df	RMSEA	IFI	TLI	CFI
Baseline hyp Model	2310.58	734	.087	.837	.773	.832

4.2 Reliability Analysis

To measure the scale consistency result when it is being tested for number of times reliability analysis is used. The standard value of cronbach alpha explained by (Nounally and Bernstein, 1994). Good reliability indicated by value more or equal to .70 and poor reliability shown by value below .70. Table 4.2 shows the reliability analysis of instruments.

TABLE 4.2: Reliability

	Cronbach alpha's	Items
FA(IV)	.874	16
WE(Med)	.875	12
ATF(Mod)	.771	9
PP(DV)	.854	8

Cronbach alpha value of fun at work (FA) is .874, work engagement (WE) is .875, attitude toward fun (ATF) is .771 and project performance (PP) is .854.

4.3 One-way Anova

Anova, a statistical tool used to analyze the differences among group means. Project team size, age, experience, qualification and gender and project duration influence

the project performance found by (Colbert et al., 2008). Results shows that significant difference in project performance across Gender ($F=9.89$, $P=.002$), insignificant difference across Age ($F=.912$, $P=.403$) Qualification ($F=2.67$, $P=.070$) Experience ($F=2.06$, $P=.070$) and Marital status ($F=3.36$, $P=.068$) was found in Table 4.3

TABLE 4.3: One way Anova

	F	Sig
Gender	9.89	.002
Age	.912	.403
Qualification	2.67	.070
Experience	2.06	.070
Marital status	3.36	.068

4.4 Descriptive Analysis

Summary statistics for different variables given by analysis. It includes details of Sample size, minimum and maximum values, mean values and standard deviation.

Table 4.4 shows descriptive statistic of current data consisting of 284 sample size for all four variables. All variables (fun at work, work engagement, attitude toward fun and project performance) were rated on a 5 point Likert scale ranging from Strongly Disagree 1 to Strongly Agree 5. The mean values of the Fun at work (FA) is 3.8246 whereas standard deviation is .58153, which shows that respondent were agreed that they have fun at work. The mean values of Work engagement (WE) is 3.7365 and standard deviation is .59865, which indicate that respondent felt dedication. The mean value of attitude toward fun is 3.7437 whereas standard deviation is .56495, which shows respondent were agreed and they felt the importance of fun at work. Finally, the mean value of project performance is 3.7487 whereas standard

deviation is .64525, which indicates respondents were agreed that their project performance got increased and improved.

TABLE 4.4: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.Deviation
FA	284	1.94	4.88	3.8246	.58153
WE	284	2.00	4.83	3.7365	.59865
ATF	284	2.22	4.78	3.7437	.56495
PP	284	2.13	5.00	3.7487	.64525

4.5 Correlation Analysis

To determine the relationship among variables correlation analysis is used. In correlation analysis, through Pearson correlation range from -0.1 to 0.1, strength and nature of the relationship can be depicted. Hence, through magnitude value we can conclude the relationship strength and that magnitude value can generalize by the distance of correlation from zero. If the correlation is distant from zero that means the relation between the two variables is strong and vice versa. But if the values are zero that straightly means that there exist no relationship between the understudied variables. Positive and negative sign depicts the nature of the relationship, if the sign is positive that means increase in one variable causes increase in the other.

Table 4.5 shows that fun at work has a positive relation with project performance, where ($r = .688^{**}$, $P < 0.01$). It can be seen from the table given above that fun at work has a positive relation with attitude toward fun, where ($r = .752^{**}$,

$P < 0.01$). It was seen that at ($r = .743^{**}$, $P < 0.01$), fun at work has a significant relation with the work engagement.

TABLE 4.5: Correlation

	FA	WE	ATF	PP
FA	1			
WE	.743**	1		
ATF	.752**	.764**	1	
PP	.688**	.747**	.690**	1

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

4.6 Regression Analysis

In this study, Preacher and Hayes (2013) methods have been used for both mediation and moderation regression analysis. To determine the interaction effect of fun at work and attitude toward fun on project performance moderation analysis is conducted. Like-wise to explore the mediation effect of work engagement between fun at work and project performance mediation analysis conducted. Model 1 for moderation and Model 4 for mediation is used in Preacher and Hayes (2013), both for mediation and moderation are conducted separately.

The results are shown in Table 4.6 and Table 4.7. Fun at work is positively associated with project performance in hypothesis 1. Results confirmed this relationship, as shown by unstandardized coefficient ($B = .30$, $t = 4.61$, $P = .00$). Hypothesis 2 states that fun at work is positively associated with work engagement. Results accepted this relationship, as shown by the un-standardized regression co-efficient

($B = .79, t = 18.85, P = .00$).

Hypothesis 3 states that work engagement is positively associated with project performance. Results accepted this relationship, as indicated by un-standardized co-efficient as ($B = .57, t = 9.39, P = .00$). As the indirect effect of fun at work on project performance through work engagement has the lower and upper limits of 0.34 and 0.58 and does not contain zero in the bootstrapped 95% confidence interval, so it means work engagement playing mediating role between fun at work and project performance but the direct effect is significant, so hypothesis 4 is partially accepted.

Assumption made in hypothesis 5 that attitude toward fun moderates between fun at work and project performance. Results accepted this relationship, as indicated by the p value that is significant ($P = .04, < .05$) and bootstrap 95% confidence interval does not contain zero ($-.26, -.01$).

TABLE 4.6: Mediating role of work engagement between fun at work and project performance

	B	SE	t	P
Fun at work → Project performance	0.30	.06	4.61	.00
Fun at work → Work engagement	0.79	.04	18.85	.00
Work engagement → Project performance	0.57	.06	9.39	.00
	LLCI 95 %		ULCI 95 %	
Bootstrap results for indirect effect	.34		.58	

*Bootstrap sample size = 5000 N = 284 LL = lower limit; CI = confidence interval; UL = upper limit *P < .05, **P < .01, ***P < .001, Control variable = Gender*

In current study, fun at work is a variable X and variable project performance is denoted by Y. The variable X (FA) is called the casual variable and variable Y (PP) is called outcome.

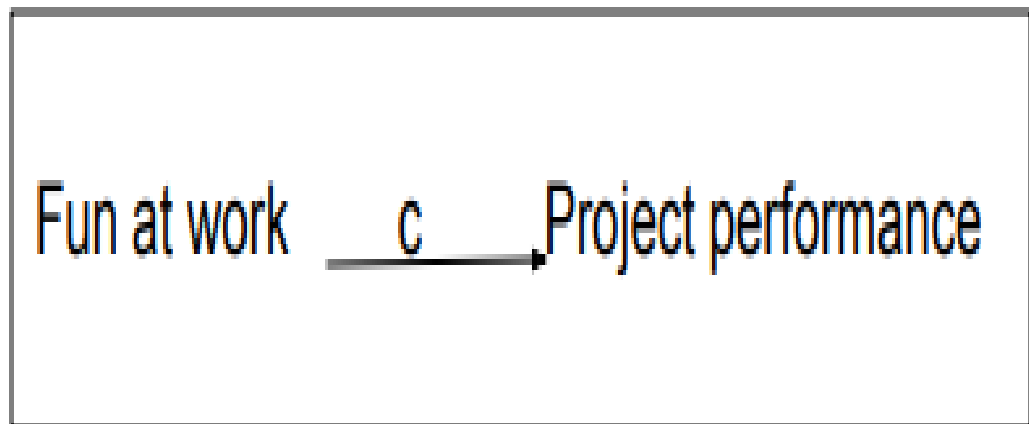
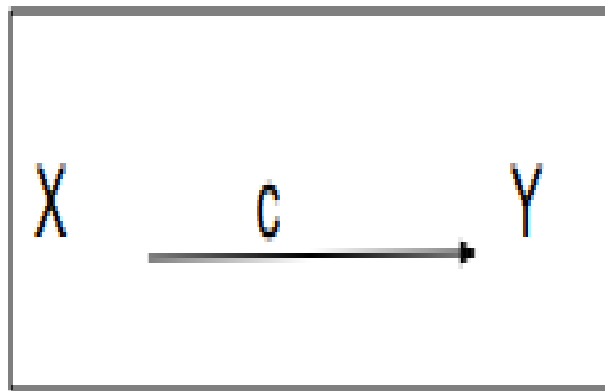


FIGURE 4.6: Unmediated Model

The path c in above model is called total effect. Work Engagement mediates between fun at work and project performance. The mediating variable has been denoted by M.

The mediating model is shown below:

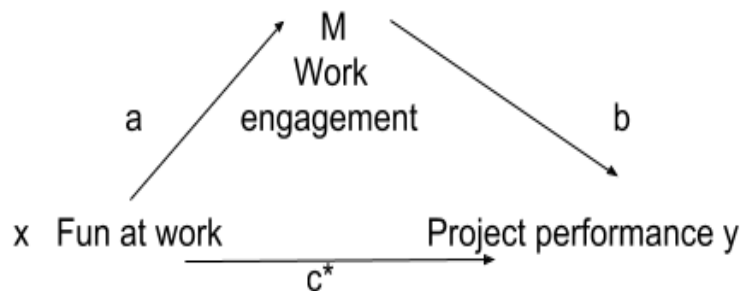


FIGURE 4.7: Mediating Model

The following figure showed the indirect effects of work engagement on project performance. The coefficients of the path a , b and c^* are shown in the figure.

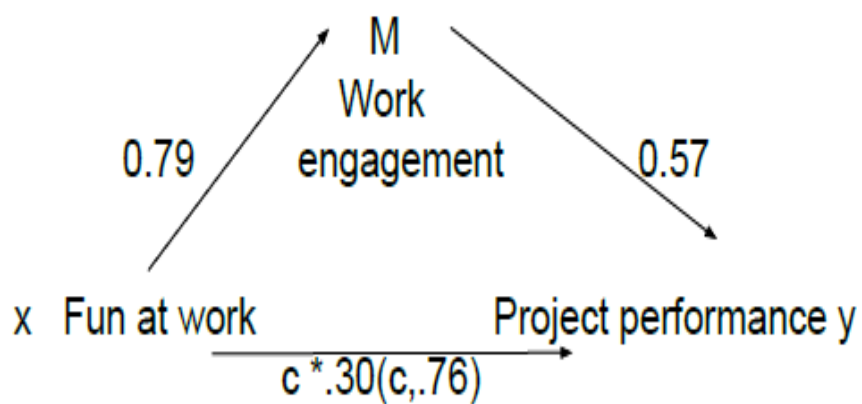


FIGURE 4.8: Mediating Model with path coefficient

TABLE 4.7: Moderating effect of attitude towards fun

	B	SE	t	P
Int 1(FA*ATF) →Project performance	-0.13	.06	-2.10	.04

Bootstrap sample size =5000 N=284 *P < .05, **P < .01, ***P < .001, Control variable=Gender

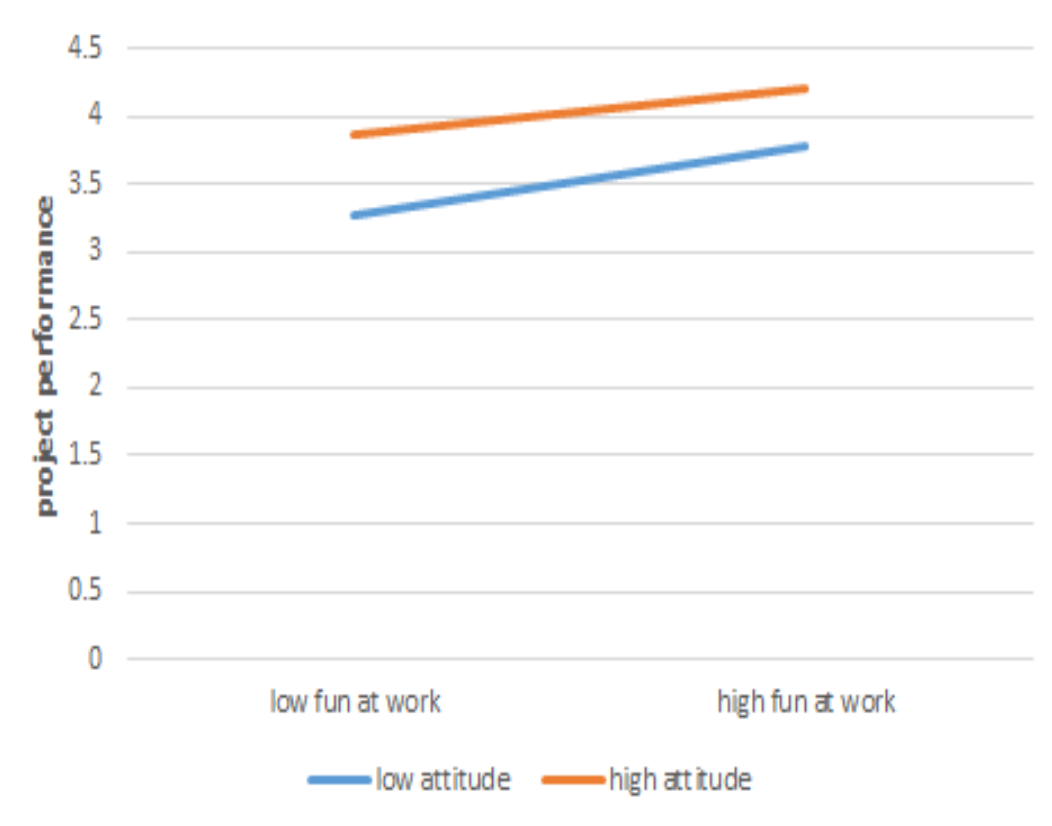


Figure was plotted by using SPSS and on excel as well, the figure presented the values of fun at work on x-axis while the values of project performance on the y-axis. The figure has presented three regression lines which are showing the moderation at three levels i.e. low attitude toward fun, average attitude toward fun and high attitude toward fun. The R-squared value for low moderation is 1.000, for average moderation the value of R-squared is 1.000, while in the case of high moderation the R-squared value is 1.

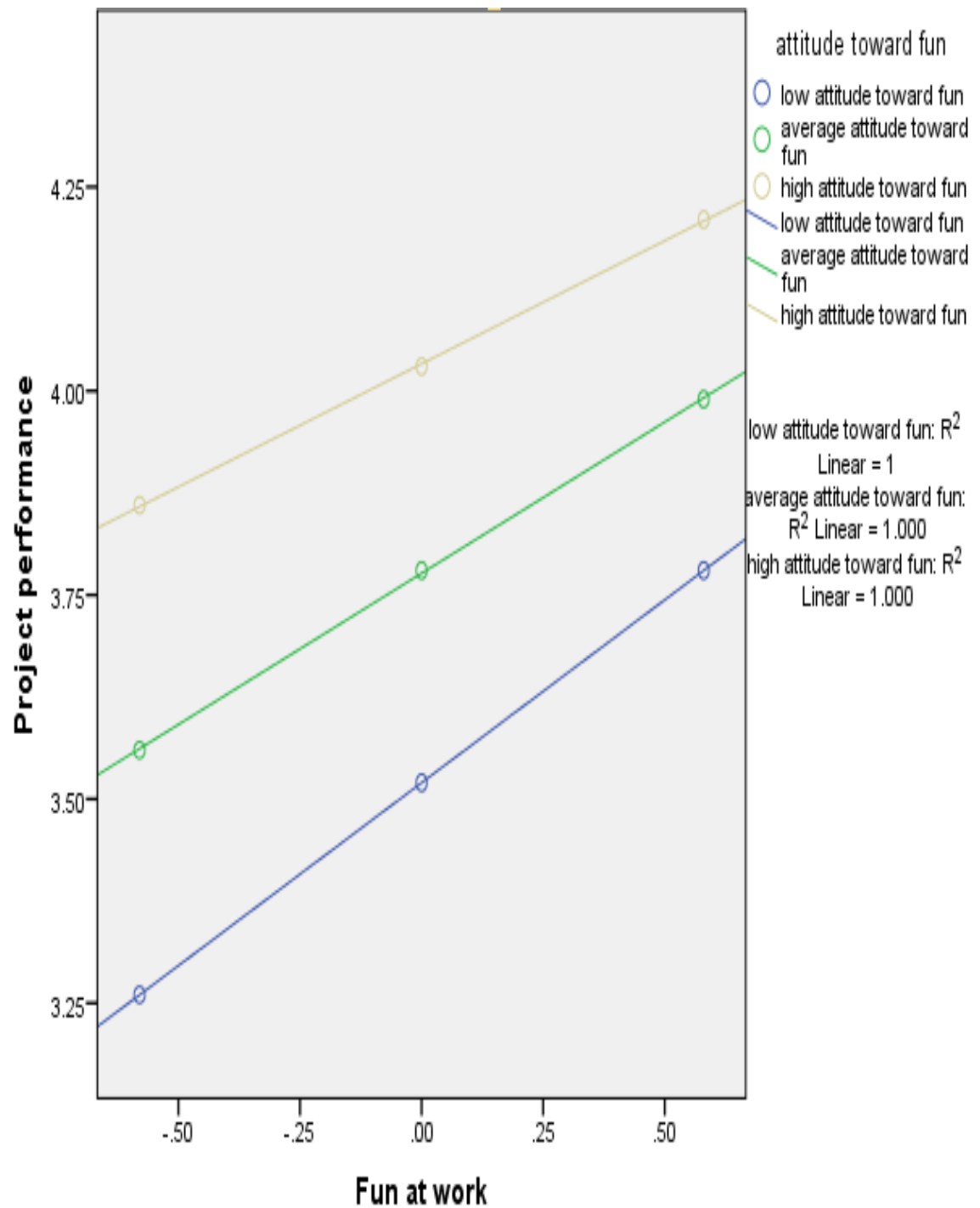


FIGURE 4.9: Moderation graph

In conditional effect Table 4.8 attitude towards fun showing moderation at low, average and high level.

		B	SE	T	P	LLCI95%	LLCI95%
$Int_1(FA*ATF)$ <i>→ project performance</i>	Low	.44	.07	6.1	.00	.30	.58
	Average	.37	.09	4.2	.00	.20	.54
	High	.29	.11	2.6	.01	.07	.52

TABLE 4.8: Conditional effect

4.7 Summary of Hypothesis Accepted and Rejected

Hypothesis	Statements	Results
H_1	Fun at work is positively and significantly related with project performance	Accepted
H_2	Fun at work is positively and significantly related with work engagement	Accepted
H_3	Work engagement is positively and significantly related	Accepted

	with project performance	
H₄	Work engagement mediates the relationship between fun at work and project performance	Partially accepted
H₅	Attitude toward fun moderates the relationship between workplace fun and project performance People with high attitude toward show high level of project performance than people with low attitude toward fun	Accepted

Chapter 5

Discussion

5.1 Discussion

The objective of the current study is to discover out the influence of fun at work on project performance, with the mediating role of work engagement and by moderating effect of attitude toward fun. Data is collected from the project based organizations of Pakistan for current study. The result shows that work engagement which act as a mediator was significantly linked with both fun at work and project performance. Moreover also found that moderating role of the attitude toward fun has significant impact on fun at work and project performance.

Based on the perspective that fun at work has positive outcomes for organizations and the need for further empirical evidence of these effects, the present study explored the impact of fun at work on project performance. Fun at work is positively associated with project performance in hypothesis 1. Results confirmed this relationship, as shown by the unstandardized coefficient ($B=.30, t= 4.61, P=.00$). The results of present study is so much familiar to the previous studies and support this idea that having great time at work might be viewed as a positive occasion. This way creates a positive environment, which enhance the performance (Romero and Cruthirds, 2006).

In that study hypothesis 2 states that fun at work is positively associated with work engagement. Result accepted this relationship by the un-standardized regression co-efficient ($B=.79, t=18.85, P=.00$). These results are consistent with previous research that by performing as job resource and recovery mechanism fun at work impact engagement (Bakker, 2007).

Also assumed in hypothesis 3 that work engagement is positively associated with project performance. Result confirmed this relationship as shown by un-standardized regression co-efficient as ($B=.57, t=9.39, P=.00$). The present finding supporting the previous research of flow that defined as state in which people fully indulged in work and it closely resembles to absorption (Schaufeli and Salanova, 2007).

Further, it is assumed that mediator work engagement will help explain the process by which it establish relationship between fun at work and project performance. As Hypothesis 4 states Work engagement mediates the relationship between fun at work and project performance. Results confirmed this relationship, as the indirect effect of fun at work on project performance through work engagement has the upper and lower limits of .58 and 0.34 and does not contain zero in the bootstrapped 95% confidence interval. So hypothesis 4 partially supporting the previous studies, fun at work perform as job resource and recovery mechanism, thus enhance work engagement. As a result enhanced work engagement positively link to higher performance.

Moreover, it is assumed that attitude toward fun moderate the relationship between fun at work and project performance as hypothesis 5 states that attitude toward fun moderates workplace fun and project performance relationship. People with high positive attitude toward fun show high level of project performance than people with low positive attitude toward fun. Results accepted this relationship, as indicated by the p value that is significant ($P=.04, <.05$) and bootstrap 95% confidence interval does not contain zero ($-.26, -.01$).

These findings are consistent with previous research of MTRC employees who experience fun at workplace have high job satisfaction than with those who show less concern to fun at workplace have low job satisfaction. In addition, it was also found that more emotionally stable or social people show more concern to have fun at work.

So, in that current study on the basis of fun activities includes bringing food at work, special event (holiday parties, picnics), outside social gathering (company sponsored athletic teams), public celebration of work achievement (award banquet), theme days (casual Fridays), recognition of personal milestones (birthdays) project performance of different project based organization of Pakistan assessed by their employees with the mediating role of work engagement and moderating role of attitude toward fun. Surprisingly significant results were found that is beneficial for both individual in terms of stress reduction and organization in terms of productivity and sales growth.

So fun at work should be incorporated and encouraged by organization by choosing the selected activities by suggestion boxes that is feasible for employees and for organization as well.

5.2 Theoretical and Practical Implications

The current study has many contributions to the project management literature. It also contributes to the literature of fun at work. This study established the understudied link of fun at work and project performance in project domain. It explains the mechanism through work engagement. Moreover, this study proposed and tested attitude toward fun as a moderator and establishes that attitude toward fun strengthens the relationship of fun at work and project performance.

Importance of having fun at work is the important implication. Particularly fun at work results in high project performance. In the current study, people having fun at work not only depicted in good moods but also found more engaged in work and

rated higher in project performance. Appropriateness, salience and consequences of having fun at work demonstrated by (Karl et al., 2005). Their findings proposed that people respond to celebrations and social gatherings differently. So organizations should encourage opportunities for employees who respond that fun is an important.

For practical implications, as indicated by current study that workplace fun has a positive impact on project performance, companies should encourage fun environment by introducing fun activities. Before implementing activities, workplace fun suggestion boxes can be used by managers to identify those fun activities that are preferred by young and old employees. And to ensure the use of those activities are beneficial for employees and organization as well.

5.3 Research Limitations

While gathering data from different project based organization of Pakistan some limitations occurred due to time and resources constraints as others research have. Hence, if the data collected from different domains the results might be different.

As convenience sample is used to collect data from population so it limits the generalizability, if another technique was used the result might be different.

5.4 Future Research

Future work should collect data from other companies as well like profit companies. More over background of respondent that are doing different business can be a part while collecting data for future work.

Future research can be encouraged by placing other moderator between fun at work and project performance relationship. Previous study done between employees job satisfaction and customer satisfaction (Kaldenberg and Regrut, 1999). But

recently no study done on customers reactions to employees who encountering fun at work. Some research on customer behavior at workplace will be encouraged as well if done. If customers served by cheerful staff in restaurants it may be appreciated by them. Customers age and gender also have different views while incorporating fun at work. So research on relationship between workplace fun and customer reactions will help and broad the concept of fun at work.

5.5 Conclusion

Overall, the finding of current study give confirmation to propose that fun at work impact Project performance. In particular, there is a positive link between fun at work and project performance. In addition, individuals were more engaged in their work who have fun at work and accordingly show higher project performance. Hence, the point that fun at work results in higher project performance seems real and valuable for future research.

While understanding the outcomes by incorporating workplace fun, moderating effect of employees attitudes toward fun is also considered useful. Results confirmed that attitudes toward fun directly change the strength of relationship between workplace fun and project performance, as happy employees can help to improve productivity which make the company to survive in the market. So it is important for companies to incorporate fun activities at workplace for their employees.

Moreover to make the work creative and productive its important to prioritize fun. Its help to boost up spirit and success. It give a chance to employees to enjoy and develop happy and healthy environment. Sharing and socializing activities makes employees more creative and they are more satisfied with their work, they feel valued in return they always stand by side of organization. Reward recognition activities when acknowledged in public by conducting price ceremonies make employees more happy and satisfied.

Bibliography

- Aldag, R. and Sherony, K. (2001). A spoonful of sugar: some thoughts on fun at work. *Current Issues in Management*, 1(1):62–76.
- Amabile, T. M. (1988). A model of creativity and innovation in organizations. *Research in organizational behavior*, 10(1):123–167.
- Anderson (1988). Exploratory and confirmatory factor analysis of the perceived switching costs model in the business services sector.
- Avolio, B. J., Howell, J. M., and Sosik, J. J. (1999). A funny thing happened on the way to the bottom line: Humor as a moderator of leadership style effects. *Academy of management journal*, 42(2):219–227.
- Bakker (2007). The role of personal resources in the job demands-resources model. *Journal of management*, pages 121–141.
- Bakker, A. B. and Bal, M. P. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of Occupational and Organizational Psychology*, 83(1):189–206.
- Bakker, A. B. and Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of managerial psychology*, 22(3):309–328.
- Bakker, A. B. and Demerouti, E. (2008). Towards a model of work engagement. *Career development international*, 13(3):209–223.
- Balducci, C., Fraccaroli, F., and Schaufeli, W. B. (2010). Psychometric properties of the italian version of the utrecht work engagement scale (uwes-9). *European Journal of Psychological Assessment*.

- Barrick, M. R., Mount, M. K., and Judge, T. A. (2001). Personality and performance at the beginning of the new millennium: What do we know and where do we go next? *International Journal of Selection and assessment*, 9(1-2):9–30.
- Behrman and Perreault (1982). Measuring performance. *Journal of management*.
- Berg, D. H. (2001). The power of a playful spirit at work. *The Journal for Quality and Participation*, 24(2):57.
- Blanchard, K. and Cheska, A. (1985). The anthropo/ogy of dn.
- Bolton, S. C. and Houlihan, M. (2009). Are we having fun yet? a consideration of workplace fun and engagement. *Employee Relations*, 31(6):556–568.
- Brown, S. P., Westbrook, R. A., and Challagalla, G. (2005). Good cope, bad cope: adaptive and maladaptive coping strategies following a critical negative work event. *Journal of applied psychology*, 90(4):792.
- Caudron, S. (1992). Humor is healthy in the workplace. *Personnel Journal*.
- Christian, M. S., Garza, A. S., and Slaughter, J. E. (2011). Work engagement: A quantitative review and test of its relations with task and contextual performance. *Personnel psychology*, 64(1):89–136.
- Chughtai, A. A. and Buckley, F. (2009). Linking trust in the principal to school outcomes: The mediating role of organizational identification and work engagement. *International journal of educational management*, 23(7):574–589.
- Clouse, R. W. and Spurgeon, K. L. (1995). Corporate analysis of humor. *Psychology: A journal of human behavior*.
- Colbert, A. E., Kristof-Brown, A. L., Bradley, B. H., and Barrick, M. R. (2008). Ceo transformational leadership: The role of goal importance congruence in top management teams. *Academy of management journal*, 51(1):81–96.
- Collison (2002). Managing humor. *Journal of Management*, 39:63–67.
- Cooper, C. D. (2005). Just joking around? employee humor expression as an ingratiation behavior. *Academy of management review*, 30(4):765–776.

- Cropanzano, R. and Wright, T. A. (2001). When a "happy" worker is really a "productive" worker: A review and further refinement of the happy-productive worker thesis. *Consulting Psychology Journal: Practice and Research*, 53(3):182.
- Csikszentmihalyi, M. (1997). Flow and the psychology of discovery and invention. *HarperPerennial, New York*, 39.
- Czikszentmihalyi, M. (1990). Flow: The psychology of optimal experience.
- Danko, S. (2000). Beneath the surface: A story of leadership, recruitment, and the hidden dimensions of strategic workplace design. *Journal of Interior Design*, 26(1):1–24.
- Demerouti, E., Bakker, A. B., Nachreiner, F., and Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied psychology*, 86(3):499.
- Demerouti, E., Cropanzano, R., et al. (2010). From thought to action employee work engagement and job performance. *Work engagement: A handbook of essential theory and research*, 65:147–163.
- Diener, E. and Lucas, R. E. (2000). Personality and subjective well-being across the life span. In *Temperament and Personality Development Across the Life Span*, pages 221–244. Psychology Press.
- Dienstbier, R. A. (1995). The impact of humor on energy, tension, task choices, and attributions: Exploring hypotheses from toughness theory. *Faculty Publications, Department of Psychology*, page 111.
- Dixon, P. N., Strano, D. A., Willingham, W., and Chandler, C. K. (1989). Sense of humor as a mediator during incidental learning of humor-related material. *Psychological Reports*, 64(3):851–855.
- Doosje, S., De Goede, M., Van Doornen, L., and Goldstein, J. (2010). Measurement of occupational humorous coping.
- Eagly, A. H. and Chaiken, S. (1993). *The psychology of attitudes*. Harcourt Brace Jovanovich College Publishers.

- Eliot, M. (1994). *Walt Disney: Hollywood's dark prince*. HarperPaperbacks.
- Feigelson, S. (1998). *Energize your meetings with laughter*. Assn for Supervision & Curriculum.
- Fluegge, E. R. (2008). *Who put the fun in functional? Fun at work and its effects on job performance*. University of Florida.
- Ford, R. C., McLaughlin, F. S., and Newstrom, J. W. (2003). Questions and answers about fun at work. *Human Resource Planning*, 26(4).
- Fredrickson, B. L. and Branigan, C. (2005). Positive emotions broaden the scope of attention and thought action repertoires. *Cognition , emotion*, 19(3):313–332.
- Friedman, R. S., Förster, J., and Denzler, M. (2007). Interactive effects of mood and task framing on creative generation. *Creativity Research Journal*, 19(2-3):141–162.
- Graham, E. E. (1995). The involvement of sense of humor in the development of social relationships. *Communication Reports*, 8(2):158–169.
- Greatbatch, D. and Clark, T. (2002). Laughing with the gurus. *Business Strategy Review*, 13(3):10–18.
- Gu, V. C., Hoffman, J. J., Cao, Q., and Schniederjans, M. J. (2014). The effects of organizational culture and environmental pressures on it project performance: A moderation perspective. *International Journal of Project Management*, 32(7):1170–1181.
- Hackman, J. R. (1980). Work redesign and motivation. *Professional Psychology*, 11(3):445.
- Hakanen, J. J., Bakker, A. B., and Demerouti, E. (2005). How dentists cope with their job demands and stay engaged: The moderating role of job resources. *European journal of oral sciences*, 113(6):479–487.
- Hakanen, J. J., Bakker, A. B., and Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of school psychology*, 43(6):495–513.

- Hale (2002). Dont forget the fun factor.
- Hampes, W. P. (1999). The relationship between humor and trust. *Humor-International Journal of Humor Research*, 12(3):253–260.
- Heinecke (1997). *Proof Positive: Humor Does Work*. journal of marketing.
- Holmes, J. (2007). Making humour work: Creativity on the job. *Applied Linguistics*, 28(4):518–537.
- Holmes, J. and Marra, M. (2002). Over the edge? subversive humor between colleagues and friends. *Humor*, 15(1):65–88.
- Jehn, K. A. and Shah, P. P. (1997). Interpersonal relationships and task performance: An examination of mediation processes in friendship and acquaintance groups. *Journal of Personality and Social Psychology*, 72(4):775.
- John, O. P. and Srivastava, S. (1990). The big five trait taxonomy: History, measurement, and theoretical perspectives. *Handbook of personality: Theory and research*, 2(1999):102–138.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of management journal*, 33(4):692–724.
- Kaldenberg and Regrut (1999). A study on customer retention in the segment of health care plans industry. *Journal of operational management*.
- Karatepe, O. M. (2011). Procedural justice, work engagement, and job outcomes: Evidence from nigeria. *Journal of Hospitality Marketing & Management*, 20(8):855–878.
- Karatepe, O. M. and Ngeche, R. N. (2012). Does job embeddedness mediate the effect of work engagement on job outcomes? a study of hotel employees in cameroon. *Journal of Hospitality Marketing & Management*, 21(4):440–461.
- Karl, K., Peluchette, J., Hall-Indiana, L., and Harland, L. (2005). Attitudes toward workplace fun: A three sector comparison. *Journal of Leadership & Organizational Studies*, 12(2):1–17.

- Karl, K. A., Peluchette, J. V., and Harland, L. (2007). Is fun for everyone? personality differences in healthcare providers' attitudes toward fun. *Journal of health and human services administration*, pages 409–447.
- Katz, k. and KonovskyPugh (1978). *The social psychology of organizations*. New york willey.
- Kirk-Brown, A. and Van Dijk, P. (2011). Safe to engage: Chronic illness and organisational citizenship behaviours at work. *International Journal of Disability Management*, 6(1):1–9.
- Koestler, A. (1964). The act of creation.
- Kuiper (1995). Humor ,stress and strategies. *The Journal of humor*.
- Langelan and LeFevre (2006 ;1988). Burnout and work engagement flow. *Journal of management*.
- Lawler III, E. E. (1992). The ultimate advantage: Creating the high-involvement organization.
- LeFevre, J. (1988). Flow and the quality of experience during work and leisure.
- Locke, E. A. (1965). Interaction of ability and motivation in performance. *Perceptual and Motor Skills*, 21(3):719–725.
- Lundin, S. C., Christensen, J., and Paul, H. (2002). *Fish! tales: Real-life stories to help you transform your workplace and your life*. Hachette UK.
- Martocchio, J. J. and Webster, J. (1992). Effects of feedback and cognitive playfulness on performance in microcomputer software training. *Personnel Psychology*, 45(3):553–578.
- Mayfield, M. and Jacqueline (2004). The effects of leader communication on worker innovation. *American Business Review*, 22(2):46.
- McDowell (2005). Fun at work: Scale development, confirmatory factor analysis, and links to organizational outcomes.

- McGhee, P. E. (1979). *Humor, its origin and development*. WH Freeman.
- Meijman, T. F. and Mulder, G. (1998). Psychological aspects of workload. *Handbook of Work and Organizational Psychology. Volume, 2*.
- Mettee, H. and Wilkens (1971). *research*. Journal of Management.
- Meyer, H. (1999). Fun for everyone. *Journal of Business Strategy*, 20(2):13–17.
- Morreall, J. (1999). *Comedy, tragedy, and religion*. SUNY Press.
- Motowidlo, S. J. and Van Scotter, J. R. (1994). Evidence that task performance should be distinguished from contextual performance. *Journal of Applied psychology*, 79(4):475.
- Mount, M. K., Barrick, M. R., and Stewart, G. L. (1998). Five-factor model of personality and performance in jobs involving interpersonal interactions. *Human performance*, 11(2-3):145–165.
- Nidumolu (1995). Software development risk and project performance measurement. *Journal of system and software*.
- Nounally and Bernstein (1994). The assessment of reliability. pages 248–292.
- Perrin (1998). A serious business.
- Preacher and Hayes (2013). *Introduction to Mediation, Moderation, and Conditional Process Analysis*.
- Rich, B. L., Lepine, J. A., and Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of management journal*, 53(3):617–635.
- Rieber, L. P. (1996). Seriously considering play: Designing interactive learning environments based on the blending of microworlds, simulations, and games. *Educational technology research and development*, 44(2):43–58.
- Robertson, I. T., Jansen Birch, A., and Cooper, C. L. (2012). Job and work attitudes, engagement and employee performance: Where does psychological

- well-being fit in? *Leadership & Organization Development Journal*, 33(3):224–232.
- Romero, E. and Pescosolido, A. (2008). Humor and group effectiveness. *Human Relations*, 61(3):395–418.
- Romero, E. J. and Cruthirds, K. W. (2006). The use of humor in the workplace. *Academy of Management Perspectives*, 20(2):58–69.
- Roy, D. F. (2017). Banana time job satisfaction and informal interaction. In *The Anthropology of Organisations*, pages 31–41. Routledge.
- Salanova, M., Agut, S., and Peir, J. M. (2005). Linking organizational resources and work engagement to employee performance and customer loyalty: the mediation of service climate. *Journal of applied Psychology*, 90(6):1217.
- Salanova, M., Lorente, L., Chambel, M. J., and Martínez, I. M. (2011). Linking transformational leadership to nurses extra-role performance: the mediating role of self-efficacy and work engagement. *Journal of Advanced Nursing*, 67(10):2256–2266.
- Schaufeli, W. and Salanova, M. (2007). Work engagement. *Managing social and ethical issues in organizations*, 135:177.
- Schaufeli, W. B., Bakker, A. B., and Salanova, M. (2006). The measurement of work engagement with a short questionnaire: A cross-national study. *Educational and psychological measurement*, 66(4):701–716.
- Schaufeli, W. B., Martinez, I. M., Pinto, A. M., Salanova, M., and Bakker, A. B. (2002). Burnout and engagement in university students: A cross-national study. *Journal of cross-cultural psychology*, 33(5):464–481.
- Schaufeli, W. B., Taris, T. W., and Van Rhenen, W. (2008). Workaholism, burnout, and work engagement: Three of a kind or three different kinds of employee well-being? *Applied psychology*, 57(2):173–203.
- Sekaran, U. and Bougie, R. (2016). *Research methods for business: A skill building approach*. John Wiley & Sons.

- Sonnentag (2003). Recovery, work engagement, and proactive behavior a new look at the interface between nonwork and work. *Journal of applied psychology*, pages 518–528.
- Sternthal, B. and Craig, C. S. (1973). Humor in advertising. *The Journal of Marketing*, pages 12–18.
- Sunoo, B. P. (1995). How fun flies at southwest airlines. *Personnel Journal*, 74(6):62–71.
- van Meel, J. and Vos, P. (2001). Funky offices: reflections on office design in the new economy. *Journal of Corporate Real Estate*, 3(4):322–334.
- Von Oech, R. and Willett, G. (1990). *A whack on the side of the head: How you can be more creative*. Warner Books New York.
- Webster, J., Trevino, L. K., and Ryan, L. (1993). The dimensionality and correlates of flow in human-computer interactions. *Computers in human behavior*, 9(4):411–426.
- Whiteley, R. and Hessian, D. (1996). Customer-centred growth: five strategies for building competitive advantage. *Managing Service Quality: An International Journal*, 6(5):47–52.
- Xanthopoulou, D., Baker, A. B., Heuven, E., Demerouti, E., and Schaufeli, W. B. (2008). Working in the sky: A diary study on work engagement among flight attendants. *Journal of occupational health psychology*, 13(4):345.
- Xanthopoulou, D., Bakker, A. B., Demerouti, E., and Schaufeli, W. B. (2009). Work engagement and financial returns: A diary study on the role of job and personal resources. *Journal of occupational and organizational psychology*, 82(1):183–200.

Appendix

Questionnaire

Dear respondent,

I am student of MS Project Management at Capital University of Science and Technology Islamabad.I am conducting a research on Impact of Fun at Work on Project Performance with the Mediating role of Work Engagement and Moderating role of Attitude toward Fun.You can help me by completing the attached questionnaire,You will find it quite interesting.I appreciate your participation in my study and I assure that your responses will be held confidential and will only be used for education purpose.

Regards

Fatima Babar

Section-1: FUN AT WORK

Strongly disagree= 1, Disagree= 2, Neutral= 3, Agree= 4, Strongly agree= 5

FA1	Food at work (bringing in food to share with others ,eating together)	1	2	3	4	5
FA2	Competitions to promote productivity (prizes for attendance, sales contests)	1	2	3	4	5
FA3	Games at work (fantasy sports,card games, board games)	1	2	3	4	5
FA4	Special events (holiday parties, picnics)	1	2	3	4	5
FA5	Outside social gatherings (company sponsored athletic teams)	1	2	3	4	5
FA6	Opportunities to engage in community volunteerism (participation in community service groups)	1	2	3	4	5
FA7	Public celebrations of work achievements (awards banquet, employee of the month)	1	2	3	4	5
FA8	Theme days (casual Fridays, bring your child to work)	1	2	3	4	5
FA9	Recognition of personal milestones (birthdays, weddings, birth of a child, anniversaries of employment)	1	2	3	4	5
FA10	Non-job-related opportunities for personal development (book clubs, photography classes, art classes)	1	2	3	4	5
FA11	Stress relieving activities (exercise facilities, fitness classes)	1	2	3	4	5
FA12	Holiday gift exchanges (white elephant and secret friend exchanges)	1	2	3	4	5
FA13	We treat each other as friends	1	2	3	4	5
FA14	We share stories with each other	1	2	3	4	5
FA15	My manager encourage fun at work	1	2	3	4	5
FA16	My company has a fun atmosphere	1	2	3	4	5

Section-2:Work engagement

Strongly disagree= 1, Disagree= 2, Neutral=3, Agree= 4, Strongly agree= 5

WE1	At my work I feel bursting with energy	1	2	3	4	5
WE2	I find the work that I do full of meaning and purpose	1	2	3	4	5
WE3	Time flies when I am working	1	2	3	4	5
WE4	At my job ,I feel strong and vigorous	1	2	3	4	5
WE5	At my job ,I feel strong and vigorous	1	2	3	4	5
WE6	When I am working, I forget about everything else around me	1	2	3	4	5
WE7	My job inspires me	1	2	3	4	5
WE8	When I get up in the morning , I feel like going to work	1	2	3	4	5
WE9	I feel happy when I am working intensely	1	2	3	4	5
WE10	I am proud of the work I do	1	2	3	4	5
WE11	I am immersed in my work	1	2	3	4	5
WE12	I can continue working for long periods at time	1	2	3	4	5

Section-3:Attitude toward fun

Strongly disagree= 1, Disagree= 2, Neutral= 3, Agree= 4, Strongly agree= 5

ATF1	Having a good time and doing a good job are incompatible achievement	1	2	3	4	5
ATF2	If u are playing ,you cannot be possibly working	1	2	3	4	5

ATF3	Having fun at work is very important to me	1	2	3	4	5
ATF4	If my job stopped being fun , I would look for another job	1	2	3	4	5
ATF5	I feel happy to work with people who like to have fun	1	2	3	4	5
ATF6	Fun at work can help reduce stress and tensions	1	2	3	4	5
ATF7	When work is fun, employees work harder and longer	1	2	3	4	5
ATF8	Companies with no sense of humor typically have dissatisfied employees	1	2	3	4	5
ATF9	Employees with healthy sense of humor tend to work well with others	1	2	3	4	5

Section-4:Project performance

Strongly disagree= 1, Disagree= 2, Neutral= 3, Agree= 4, Strongly agree= 5

PP1	Project are completed on time	1	2	3	4	5
PP2	Project met budget requirements	1	2	3	4	5
PP3	Project met expectations	1	2	3	4	5
PP4	Project team members are satisfied to work together	1	2	3	4	5
PP5	Benefits of project to the organization are high	1	2	3	4	5
PP6	Project resulted in sale growth	1	2	3	4	5
PP7	Project helped the organization to increase market share	1	2	3	4	5
PP8	Project helped the organization improve its competitive position	1	2	3	4	5

Section-5: Demographics

	1	2
Gender	Male	Female

	1	2	3	4	5
Age	less than 20	20.1-30	30.1-40	40.1-50	above 50

	1	2	3	4	5	6
Qualification	Matric	Intermediate	bachelor	Masters	MS/MPhil	Phd

	1	2	3	4	5	6
Experience	0-3	3.1-6	6.1-9	9.1-12	12.1-15	above 15

	1	2
Marital status	Married	Unmarried

Thank you for your time and support