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**Impact of Workplace Fun On
Project Task Performance with
The Mediating Role of Employee
Engagement and Moderating
Role of Positive Humor**

by

Syeda Farwa Batool Abidi

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

in the

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*Dedicated to my parents who dedicated their life to teach me how to step
forward...!*



CERTIFICATE OF APPROVAL

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by

Syeda Farwa Batool Abidi

(MPM183035)

THESIS EXAMINING COMMITTEE

S. No.	Examiner	Name	Organization
(a)	External Examiner	Dr. Arif Khattak	Bahria University, Islamabad
(b)	Internal Examiner	Dr. Samiya Safdar	CUST, Islamabad
(c)	Supervisor	Dr. S. M. M Raza Naqvi	CUST, Islamabad

Dr. S. M. M Raza Naqvi

Thesis Supervisor

May, 2020

Dr. Mueen Aizaz Zafar

Head

Dept. of Management Sciences

May, 2020

Dr. Arshad Hassan

Dean

Faculty of Management & Social Sciences

May, 2020

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(Syeda Farwa Batool Abidi)

Registration No: MPM183035

Abstract

The purpose of this study is to study Impact of Workplace fun On Project Task Performance with The Mediating role of Employee engagement and moderating role of positive humor. The sample size of this study is 301. Technique used for the collection of data is convenience sampling. This study focuses on the relationship between Workplace Fun (WF) and Project Task Performance (TP) with the mediating role of Employee Engagement (EE) and moderating role of Positive Humor (PH). The specific context of the study is the project based organization in Pakistan. Data were collected using questionnaire from 301 employees working on various projects IN THE NGOs across Pakistan. Results indicate that Workplace Fun is positively associated with the Project Task Performance. Moreover, mediating role of Employee Engagement is also established.

Keywords: Workplace Fun, Project Task Performance, Positive Humor, Employee Engagement

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Chapter 1

Introduction

1.1 Theoretical Background

Workplace Fun is one of the most significant and enjoyable aspects of the Project environment that helps in enhancing the employee engagement that in return would boost up the task performance and encouragement of the employees. Stacy Sullivan, Google's general manager said in one of his interviews that "If you infuse fun into the work environment, you will have more engaged employees, greater job satisfaction, increased productivity and a brighter place to be." Lamm and Meeks (2009) classified the workplace fun as "playful, social, interpersonal, recreational, or task activities intended to provide amusement, enjoyment, or pleasure". the workplace fun includes social activities, workers appreciation, celebrations, laughter, entertainment, personal development opportunities, pleasure, play and entertainment (Ying, Yu, Ching, & Kong, 2010). The concept of a fun environment is provided that a workplace fun actively promotes, initiates and facilitates a gamut of enjoyable and pleasurable activities which have a positive effect on attitudes and productivity of individuals and groups (Ford et. al, 2003) activities that encourages their performances (p. 22). It is stated that everybody needs fun at their workplace, and that it has an enormous positive impact on the Project team. Workplace fun has huge impact on project team and projects. Tews, Micheal and Stafford (2013) states that For starters, fun positively impacts the individual's

job satisfaction its really shows a good impact on employees, enhances their engagement, and task performance, Engagement, innovation, strength, citizenship actions in organization, productivity Fun at work is defined by McDowell (2005) into the three dimensions: Positive humor, Fun person and Fun element which indicates an atmosphere, individual character and fun events that are enjoyable, friendly and playful, thereby having a great impact on the well-being of the workers and the success of the project tasks.

Fun and Happiness in the workplace has been argued for more than 20 years as a key ingredient for organizational performance. Collins and Porras (1997) Noticed in their Built to Last book that Marriott and Walt Disney World, two major organizations, have strong corporate cultures that foster workplace fun. Marriott's main political argument is "work hard but keep it fun" (p. 89) and the annual report of Walt Disney World included terms like "fun, excitement, and happiness" (p. 129). Google leaders are popularly known for their optimistic workplace, believing that "joy comes from everywhere" as shown in the first quote above is the defining feature of workplace fun (Schmidt & Rosenberg, 2014). In fact, Google brings workplace fun in a variety of ways through introducing many fun activities in the workplace for their employees to make them work more efficiently. Vorhause and Smith (2013) argues that the fundamental belief that permeates organizations like this is that workplace fun is a crucial means of promoting employee engagement and participation, cooperative alliances and relationships, creativity and improved health for employees. Caccamese (2012) notes that while indulging in workplace fun immediately creates a great workplace, it helps boost the worker's companionship, togetherness, esprit de corps build confidence and motivate people to become employees.

Fun at workplace creates a good relationship among the employees and superiors that let go of everyday work-life problems and worries. Fun comes with joy, with cheerfulness. Workers need to be successful and having fun in the workplace make workers more productive so that the employees can increase task completion and efficiency (Kumar, Priyadarsini, Soundarapandiyan, Kumar, & Kirupa

Priyadarshini, 2019), said that it must be appropriate and yet rejuvenate employees to go back to work with renewed energy. In today's world having fun in the workplace brings a positive humor that helps in energizing the employee's engagement. Positive humor encourages and promotes enthusiasm for the project by supplying the workers with energy. It means that when there is an atmosphere that stresses and promotes fun and allows you to play around on the job, it helps increase your energy feeling towards challenging tasks (Fluegge-Woolf, 2014). The phenomena of employee engagement and fun at workplace is a healthy concept that helps in bringing out the creativity and motivation in employees which in turns enhances the task performances in projects and makes these tasks easy and interesting (Appel, C., and Gilabert, R. 2002).

There is a rising amount of research going into studying the impact of fun at work. Survey's has studied common factors influencing the performance of work among employees (Ford et al., 2003) and overall how employees feel about workplace fun (Karl et al.,2005). Karl et al. (2007) suggested that the workplace fun is important for the employees working in projects. Also, previous research has studied the effect of workplace fun on appreciated outcomes such as decreased employee turnover and their performance (Tews et al., 2012); and (Fluegge, 2008). Though perceived to be acceptable and relevant in the workplace, the workplace fun have positive effects, and it is important in the existing literature (Karl et al., 2005). It is obvious that there are many individual differences that form what is considered pleasant Including age, experience of work and features (Aldag and Shernoy, 2011) and how they interpret and perceive the workplace fun. (Macey & Schneider, 2008) Found that having fun helped promote productivity. Previous research shows that by introducing fun activities, group lunch, outgoing plans make the productivity and morale high (Hale, 2002). It is found out that those organizations in which employees are recognized because of their work and other creative efforts and are appraised by giving rewards to them have more successful work performances which is mainly because of positive humor and low stress environment. So, these factors elaborate the importance of fun and positive humor at workplace.

Creativity and new ideas were not expected very much in the past. The schedule was strict due to the excessive workload, because of which the workers had to operate under strict timetables. Because the scheduling was not adjustable, the projects were too boring and project teams and employees did not work on time as well. The employees didn't ask any question at all. They always hold their heads down to the manager. According to Danko (2000) the present projects only succeeds with highly productive staff who come up with new creative ideas. Workplace fun encourages creative thought. When employees are free to say anything without fear they are more interested in finding a solution (Van Meel and Vos, 2001). Fun in the workplace is a complex phenomenon that is created socially amongst members of the organization that need to consider Fun as a multi-layered concept that is collective though experiencing it in a personal and individual way (Plester & Hutchinson, 2011) (p. 333). Borman and Motowidlo (1993) defined the Task performance as the quality with which the work is done. Carry out operations that either directly contribute to the strategic heart of the organization. By introducing or indirectly providing a part of its technical operation, with the materials and resources needed. Task performance is a generic term for how a person performs on a specific task. Task efficiency, for example, is sometimes measured as response time (how long a person takes to respond to a given, timed or untimed stimulus), or it could be measured as accuracy etc.

Workplace fun is not only about playing games or different random activities, but it also helps everyone to be interested in decision-making by collaborating with good teamwork. Employees have less pressure, they are not stressed and feel relaxed that in turns bring out more ability to create creative ideas, more effective interaction, contact and high level of task performance, and promote profitability also. 2013 survey found that employees are happy and pleased to function that enhances their active engagement in the projects when they have freedom and comfortable working environment. A -literature body emphasizes the importance of supportive interpersonal working relationships (Dutton & Heaphy, 2003; Riggins & Dutton, 2007). Although many features exemplify positive relationships

in the workplace, the beneficial roles they perform are essential to their interpretation (Rousseau & Ling, 2007). To extend the principle of productive working relationships highlighting the benefits of emotional support and career development through interpersonal interconnections, an extensive comprehension of the roles they perform, and the benefits they offer, is needed (Kram, 1985; Stroebe & Stroebe, 1996). The literature on social support and guidance offers a starting point, (Chiaburu & Harrison, 2008) As businesses flatter and provide a safe fun atmosphere and the increased concepts of making the teams to carry out tasks, work has become more interdependent and collaborations are a more important part of the work context (Grant & Parker, 2009). Employee are bolder to take risk. They don't hesitate to make mistakes, learn from them and they also have a positive attitude that allows them to excel. Because of the relaxed and fun environment, the employees start to exhibit this productive behavior due to which people are encouraged to become role models. If enjoyment and fun is expected, many of the project team members will be encouraged to engage more and have a very productive and enhanced task performance. Moreover, workplace fun acts as an important for advocate and arbitrator for learning and networking (Rieber, 1996).

1.2 Gap Analysis

Though there are still few studies where the impact of workplace fun has been studied on many different variables but there is a least focus on the linkage of workplace fun and task performances in terms of projects in Pakistan. The researchers and practitioners have contributed a lot to highlight the outcome of fun at work, but the mediating role of employee engagement is not established yet. Also, limited research has been conducted on the relationship between workplace fun and employee's task performance in projects with the moderating effect of positive humor, in short the framework and the combination of the variables developed in this study is novel.

Rosliza et al. (2017) have tried to ensure that workplace fun can provide constructive feedback for individuals and organizations. Prior studies on the workplace fun has linked it to job satisfaction. Kumar et al. (2019), highlighted the importance of job satisfaction, role success, interpersonal citizenship actions and responsiveness to Attitude towards Workplace fun was established. This study is emphasized on how workplace fun of project-based organization in Pakistan influences employees project task performance with the new and different variables than previous researches. The importance of workplace fun and its impact on project performance in Pakistan is least focused aspect.

Also, previously having regard to the fact that employee engagement mediates between job performance, self-efficacy and financial performance, the mediating position of employee engagement remains unexplored to describe the effect of fun at work on task success in projects and no one has evaluated the moderating role of positive humor between fun at work and the performance relationship of project tasks. Also, the combination and the relationship this paper is highlighting between these variables is least focused in the previous researches.

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.

This study aims to extend the line of research regarding workplace fun by proposing employee engagement, as a core mediating mechanism and positive humor as a moderator between the impact of workplace fun and project task performance in the projects.

1.3 Problem Statement

Whenever the organizations have uncomfortable or dull environment for work and with lack of recognition, it becomes a major cause of stress and poor performance. Due to which the employees are not motivated to proceed with their tasks and do

well, thus fail to meet the target therefore affecting engagement at work and task performance.

That's why Fun at work is a mainstream point among researchers. As it is the most important and positive component of a project success because it helps in bringing out the positive energy, motivation and happiness among the employees and also helps to determine that either the project team or employees are enough satisfied and happy with their job to complete the task on time with the high level of performance or not.

Lloyd D, Restubog, Karl Aquino (2018) emphasized the workplace fun has gained increasing interest, Managers find it to be an important driver of organizational morale and efficiency. So to overcome the problem of poor task performance of projects, the fun activities should be introduced to keep morale high.

In this study the positive humor is used as a moderator that helps to realize the importance of having fun environment and relaxed culture at work that would deal and help with enhancing the task performance and high level of employee engagement.

1.4 Research Questions

This Study is designed to address the following questions based on the problem statement:

Research Question 1

To what extent the Workplace Fun influences the Project Task Performance?

Research Question 2

Does employee engagement mediate between workplace fun and project task performance relationship?

Research Question 3

Does positive humor plays moderating role between workplace fun and project task performance?

1.5 Objectives of the Study

The aim of the study is to create and measure the model and discover the relationship between workplace fun, employee engagement, positive humor and project task performance outcomes.

Research Objective 1

To investigate the association between workplace fun and project task performance.

Research Objective 2

To analyze mediating role of employee engagement between workplace fun and project task performance.

Research Objective 3

To analyze moderating effect of positive humor on workplace fun and project task performance relationship.

1.6 Significance of the Study

When it comes to literature workplace fun has a great importance to build the healthy and motivational project environment in organizations such fun environment and climate causes the positive impact on employees wellbeing and task performance (Bilginolu, Elif, 2018.). Experiencing the positive emotions from having fun in the workplace time to time will increase the level of positive effect of an individual's baseline and inspire individuals to abandon traditional views and actions and enable them to participate in imaginative, resourceful and even unexpected ways of thinking and acting at work which in turns positively affect the overall task performance of employees (Tews, Michel, & Allen, 2014).

Workplace fun gives 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, provoking lower turnover, higher morale, less stress which in result encourage to accomplish organization objectives

that expand productivity, profitability thus enhances project performance. It is a stress reliever for employees who experience fun at work increase productivity because employees with energetic morale like and do more work as they are being appreciated. So to be successful today, there is a need that employees think and come up with out of box solutions because the business or project with higher number of productive employees succeed against the competitions and also it would be difficult to retain the employee in a dull and boring environment.

Now we are in era where we must face competition everyday so there should be a focus on procedure and practices that makes employees happy and encouraged. So, 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.

This study will be valuable for project-based organizations to know about the aspects that can help in enhancing the task performance and creating a positive and healthy project environment having fun culture and positive humor in projects. Also, this study will be helpful for researchers to build those practices which can be used to create the environment that would lead to better task performance in projects.

1.7 Underpinning Theory

Several theories have been proposed by researchers on workplace fun like social exchange theory, broad and build theory, job demand resources but humor theories can cover all the variables.

1.7.1 Humor Relief Theory

The literature of humor comprises three main theories of humor that are theory of incongruity, Humor relief theory, and superiority theory. But we will be using Relief theory to support our literature in terms of organizational context. This theory assumes that humor contributes to laughter and joy that reduces stress

and tension and brings out positivity (Mesmer-Magnus, Glew, & Viswesvaran, 2012). Freud (1928) suggested humor releasing negative emotions associated with the theme of humour. Humor in group members results in a positive perception, due not only to its creation but also to its sharing (Christoff & Dauphin, 2019). That is, good social humor helps reaffirm group identity as to who we are, what we are doing and how we are doing things This results in high productivity and efficiency at the tasks.

Humor is of particular relevance to the modern place of work. The workplace today is significantly different from the past. Popular press research and evidence suggest that in today's world the employees expect work to be more fun. They want their projects to be more fun, and are more likely to leave businesses when work is boring (Choi, Kwon, & Kim, 2013). The climate at organizations like Google, Microsoft and other businesses is indicative of the value of meeting the desire for a friendly and comfortable workplace (Romero & Pescosolido, 2008). Not only do the employees of today expect the workplace to be enjoyable, but more and more people are employed in jobs where imagination, productive teamwork and collaborative problem solving are needed in comparison to fairly mechanistic productivity tasks.

Moreover, much evidence can be found that proves the workplace fun and Project performance are positively related. Humor involves amusing correspondence that produces positive feelings and perspectives in individuals or companies. It has usually been viewed as an amusement practice, but it is also a means of communication among employees. It is also linked to maintaining a strong relationship with bosses. Humor has multidimensional characteristics. Morreall (1999) described the benefits of having fun at work. This encourages mental flexibility and pleasant social interactions. Project managers who use laughter and humor earn more popularity (Holmes and Marra, 2002). It improves unity in the project teams. Romero and Cruthirds (2006), illuminates tension Doosje et al. (2010) and offers solutions for problem solving (Holmes, 2007). Project Managers that use Humor have more job satisfaction. Humor in the form of communication tends

to loosen up the atmosphere Greatbatch and Clark (2002) found as an attention seeker (Sternthal and Craig, 1973).

Positive Humor also has an incredible effect on learning. Those who are high on humor have more learning skills (Dixon et al., 1989). Humor helps to reduce the social distance between groups (Graham, 1995). Positive relationship between trust and humor have been found ny many previous researches (Hampes, 1999). Use of humor increases commitment between groups (Jehn and Shah, 1997). Thus, because of this Positive humor and workplace fun in the projects brings out the best in employees I.e. increase in their level of commitment, trust, Task performances and enhanced engagement. As noted earlier, one significant consequence of this is that the enjoyable workplace offers employee delegation that reduces the amount of attention that a manager needs to pay to a particular employee or job, as they are encouraged to perform tasks perfectly (Shahid ul Hassan, Bradley E, and Jongsoo Park, 2016)

Chapter 2

Literature Review

This research model describes the impact of Workplace Fun on Project Task Performance with the mediating role of the Employee Engagement and the moderating role of Positive Humor backed by Humor Relief Theory. This research paper will help to explain the direct effect, mediating effect and moderating effect of the above-mentioned variables. Literature is to be provided in the section below. Literature will be provided regarding the relationship between variable.

2.1 Workplace Fun

Workplace Fun is defined as aspects or attributes of the work environment capable of fostering positive emotional reactions such as happiness, laughter and lighthearted fun in individuals. In one of the earliest papers work place fun is defined as “work environment that intentionally encourages, initiates, and supports a variety of enjoyable and pleasurable activities” (Ford, McLaughlin, and Newstrom, 2003) (p. 22). Mc Dowell (2004) claims that workplace fun includes things “not directly related to work that are enjoyable, friendly or humorous. To give the workplace a wider conceptualization of fun. Fluegge (2008) defined it as “any social, interpersonal, or task activities at work of a playful or humorous nature which provide an individual with amusement, enjoyment, or pleasure”

2.2 Employee Engagement

Employee Engagement is a positive, satisfying, work-related state of mind with vigor, commitment, and absorption. This refers to a more permanent and omnipresent affective-cognitive state that is not based on any entity, event, person or action rather than a particular momentary state (Nelson, D., 2008). Most significantly, workers who are engaged are not only inspired, but also recognize the business goals of the company, the steps necessary to achieve those goals and how to achieve them (Hyuna, C., 2008). Erickson (2005) states that the common intuitive sense that people have work motivation, and especially leaders within organizations. The idea that employee engagement is a positive state, has an organizational intent, and connotes participation, dedication, zeal, excitement, concentrated effort, and energy is similar to these meanings, so it has both attitudinal and behavioral components.

2.3 Positive Humor

Humor is defined as every instance of contact viewed as humorous. Crawford (1994) posits that positive humor creates a good listener cognitive or affective reaction. The concept of organizational humor presented by the researchers is most relevant that is humor creates amusing communications generating positive emotions and cognitions within the person, group, or organization. (Romero & Cruthirds, 2006)

2.4 Project Task Performance

Task performance is a generic term for how a person performs on a given task. Mission efficiency, for example, is sometimes calculated as response time (how long a person takes to respond to a given, timed, or untimed stimulus) or as accuracy, etc. Borman and Motowidlo (1993) Project Task performance can be described as the effectiveness of the job entrusted to them. Perform operations that either

directly contribute to the technological heart of the organization. Implementing or indirectly providing a part of its technical operation. With the materials or services available.

2.5 Impact of Workplace Fun on Project Task Performance

It has long been argued that fun matters in the workplace. Several researches have been done that proves the workplace fun impact on the project task performance that how they are positively related and the effect of workplace fun on the performance related outcome. Englund, R. L., & Bucero, A (2012) recommended that the project manager or leader bring more fun to the workplace, an atmosphere that involves a little fun or relaxation will recruit highly skilled people more easily, create effective teams, and deliver superior results. Different organization can attract different employees by creating fun environment. One of the main forms by which the workplace fun has the ability to have a positive impact on individuals is by increasing the positive impact, which is reinforced by the principle of affective experiences and the theory of growing and constructing. Things that people experience at work are proximal triggers of affective responses to these things, according to theory of affective events, Events encountered by people in the workplace are causes of affective reactions to those events. Fun in the workplace can cause individuals to have emotional reactions (Weiss & Cropanzano's 1996). If employees experience fun favorably in the workplace, they would be more likely to experience positive emotions to such events than negative ones. The broad-based theory can be used to describe why it can have long-term benefits to experience a positive effect from engaging in workplace fun. The broad-based theory suggests that having positive effects over time increases people's thinking-action patterns, contributing to the accumulation of mental, psychological, social and physical capital, thus having a positive impact from workplace fun can thus help individuals think more creatively, view problems more optimistically, develop stronger relationships, and gain improved coping mechanisms to help individuals

perform better, engage in more learning, and experience higher levels of well-being which will ultimately impact their task performances in projects. (Fredrickson's 2001)

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 one's ability of making self-interest activities and global refers to building strong manager relationship. Meyer (1999) argues that Fun at the workplace can be divided into two types: fun tangible and intangible. Workplace fun can be called, for tangible purposes, as some specific fun activities implemented by the organization, which we call tangible fun. For example, some have included workplace enjoyable sporting activities. Offering "video games, tanning beds, ping-pong and indoor golf" is enjoyable and encouraging workers to play kickball.

More recently, the popular press promoted fun to encourage positive and efficient working environments Infact, a number of companies, such as Pike Place Fish Market, Google, IBM and Southwest Airlines, have integrated fun into their organizational cultures with great reported success (Karl Marshall, 2006). In a similar spirit, the Southwest airlines advised members to engage in fun activities and create a healthy, nice working environment (Sunoo, 1995). The New York Headquarters encourage representatives to seek the employee's moods and appreciate them and provide them with recognition and motivation (Caudron, 1992). Even IBM representatives recommended to try playrooms and imaginative spaces to get away with the dull and boring routine and to freshen their minds (Collison, 2002).

Clancy, M. and Linehan, C. (2019), Find that the implicit views of a person about the organization; the perceived drivers of the fun practice; and the level of control exercised through the fun practice form the experience significantly. The paper builds upon the psychological contract concept to frame the relationship between these three key elements of interaction. Friendly dimension suggests an aura, individual character and fun activities, which are comfortable, social and humorous. Workplace fun requires deliberately designed fun activities to elicit

positive emotions among participants. Ford et al. (2003) provide a brief working definition of a fun working environment: "a working environment that makes people smile" (p. 22); The human resources managers sampled in their analysis decided mostly that enjoyable office events would create a fun work environment and these activities would ultimately leads to the better performances of tasks in a project (Porter, T. and Lilly, B., 1996).

Stories that workers spoke about positive relationships at work showed that relationships serve a wide range of roles, including commonly studied task support functions, career advancement, and emotional support, as well as less studied personal growth functions, intimacy, and the opportunity to give others. Amy E. Colbert, Joyce E. Bono, and Radostina K. Purvanova, (2016) suggested a validated scale based on this taxonomy, the Relationship Functions Inventory and built theory that indicates different links between the Relationship results from the workplace fun environment and Employee task performance Results. Results showed unusual connections between roles and studies, such that the fun activities was most closely associated with job satisfaction, allowing others the opportunity to work. Workplace fun was closest to meaningful work, that brings and creates positive work feelings, and personal growth and employee development.

Michel, J. W., Tews, M. J., & Allen, D. G. (2018) states that positive emotions from encountering fun in the workplace after sometime may result in raising an individual's baseline level of positive affect and forces individuals to leave common views and actions and motivate them to engage in creative, resourceful, and even unexpected ways of thinking and behaving at work and helping them to boost up their productivity and task performance.

H₁: Workplace Fun is positively and significantly related to the Project Task Performance.

2.6 Employee Engagement as Mediator

Employee Engagement is a positive, rewarding, work-related mental state marked by vigour, commitment, and absorption. It refers to a more persistent and omnipresent affective-cognitive state that is not focused on any object, event, individual or behavior rather than a specific momentary state (Nelson, D., 2008). Most significantly, workers who are engaged are not only inspired, but also recognize the business goals of the company, the steps necessary to achieve those goals and how to achieve them (Hyuna, C., 2008). Erickson, (2005) defines it as the antecedents of such attitudes and behaviors are in the circumstances under which people work, and the effects are thought to be of importance to the effectiveness of organizations.

Employee engagement is the degree of emotional and intellectual dedication to their projects as well as employee willingness to "go the extra mile" to help their projects achieve its goals (Richman A, 2006). Employee engagement has been of great interest in recent years as many studies have shown that employee engagement can contribute to project success and progress and financial performance (Baumruk, 2004). Furthermore, employees that are committed to their work perform 20% better and are 87% less likely to leave the organization will result in higher levels of employee satisfaction, task productivity and profits as a result of employee engagement (Luthans, F, Peterson and SJ, 2002). Employee engagement has received a great deal of attention in the last five years, especially in the popular press and among consulting firms. Strong employee engagement correlates to strong employee performance (Amran Rasli et al., 2012).

Employee engagement can be explained as connection of workplace fun and project task performance where they currently perform a job. Employee engagement can be built by psychological measures and they just detain the employees feeling towards the project task performance (Bates, S., 2004). On the other hand, due to intense, often global, competition, business needs are driven by the need for employees to be emotionally and cognitively committed to their organization, customers and work. Measuring the degree of employee engagement has thus become

a pattern for some businesses as the disparities between high and low workers are startling, which clearly reflects these differences in workplace performance (Trahan, B., 2009).

A survey conducted by Towers Perrin in 2005, an international service firm with more than 800 employees in Malaysia, found that one in four Malaysian workers are employed compared to one in five worldwide. In other words, the workforce in Malaysia is more engaged than the rest of the world (Hamid, H. Survey, 2008). Furthermore, the survey also found that Malaysians are closely identified with the concept of 'engagement' in which 69 percent of them are more involved because they believe in the goals of an organization and the culture of that firm believes in a healthy and positive workplace that is characterized by the humor and fun in the project which provides them the recognition and helps in relieving stress and 81 percent because they are recognized by the managers and also clearly understand how their unit contributes to the overall success of the company.

It has often been touted as the key to an organization's success and competitiveness. Engagement involves high levels of energy and identification with one's work, in contradistinction to burnout. When engaged people become physically involved in their tasks, cognitively alert, and ardently connected to others in ways that demonstrate their individuality (e.g., thoughts, feelings, values, etc.). Engagement allows people to simultaneously express their preferred selves and completely satisfy their role requirements. It was also found helpful in coping. Secondly, fun at work function as a recovery mechanism, allowing people to more engaged.

H₂: Employee Engagement mediates the relation between the Workplace Fun and Project Task Performance.

2.7 Positive humor as moderator between the workplace fun and project task performance

A laughter-filled atmosphere is commonly thought to be a good thing. Several studies have found that good humor does not just make people feel better or make

the day of work seem to be going faster; it actually brings benefits to the bottom line. It has been shown to be more innovative, more constructive and thus more successful and efficient for workers who laugh together. Similarly, humor has also been shown to improve prestige executives who integrate fun and jokes into their work (as long as they are in fact appropriate) gain more support for their projects, are better at inspiring workers, making more money, and being promoted faster. Project management humor is an important asset for the project manager. Humor provides relief from boredom in the workplace and is an important aspect of working life. Sharing humor at work can help in building relationships, creating positive and fun filled environment, and improve the quality of relationship between colleagues. So, using humor at workplace may constitute a positive coping strategy that helps people to manage stress and strain experienced at work. It makes the workplace more fun and friendly (Plester, 2009). It is an intrinsic part of workplace culture (Mabelle, 2009) and can minimize status differences between leaders and subordinates, break down barriers between people, and assist organizations to be more responsive. Positive humor fulfills an important function in offering relief and release from tension, anxiety, and stress that helps in enhancing performance. You need to develop your humor skills if you want to be successful as a project manager or if you want to have a positive impact on your projects. Your success will depend on your ability to have a positive impact on your project stakeholders (Bucero, A, 2010). For most projects to succeed, a good humorous, creative environment is essential. The project's performance will most likely be very low if the environment is noisy, unfriendly, "toxic," or even aggressive. Bucero, A. (2010) provides that the project team can lose interest without a little humor, stop building relationships, and cannot concentrate more on what their project tasks are. A plan performed by a group of unsuccessful people is likely to face many more difficulties and have great difficulty overcoming obstacles than the project having collaboration with a team that works well together and throws in some fun (Bucero, A. 2010, June). It's also important that humor should be relevant, related to the topic in hand. Englund, R. L et al. (2012) determines that if fun is on the agenda, the toolkit of a project manager is more complete

and involves laughter every day, Life in general and particular tasks seem to work faster and achieve more when people have fun doing whatever they do. Humor can be experienced by telling jokes, but it can also be experienced by paying attention to the moments in projects that deserve a good laugh. Think differently about the different moments that a plan has experienced. Look for a fun route that will lighten the load while on goal. There's nothing worse than starting your project review meeting with an irrelevant joke to break the ice (Graham, R. J., & Englund, R. L. 2004).

Banas JA, Dunbar N, Rodriguez D, Liu S-J (2002) determines that humor and laughter may not contribute to learning directly; however, humor produces a learning environment. Appropriate humor and satire relevant to course content draws and sustains interest and produces a more comfortable and efficient learning environment that helps in bringing out a fun environment high enhances the productivity of employees and motivates them to perform and carry on their tasks efficiently and deliberately. Humor also reduces anxiety, increases commitment and motivation (Teslow,1995).

H₃: Positive Humor moderates the relationship between Workplace Fun and Project Task Performance, so that increasing the Positive Humor strengthen the relationship.

2.8 Research Model

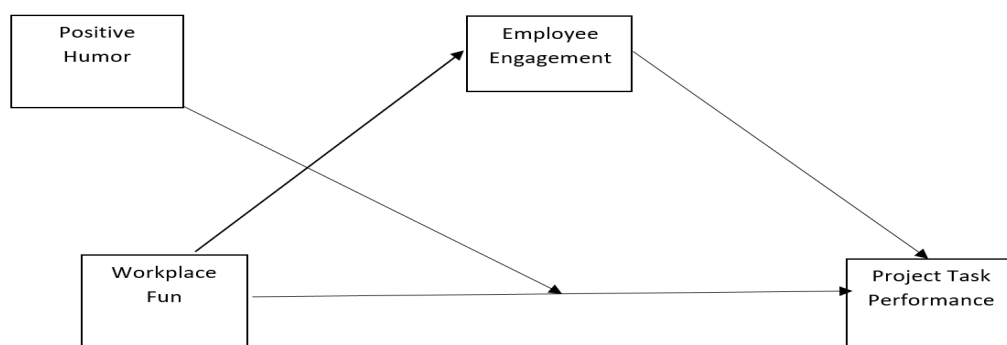


FIGURE 2.1: Research Model

The study is being executed with the purpose to identify the impact of workplace fun on the project task performance. Major objective of the research involves the implication of workplace fun and how it will produce the effective task performance outcome. It also provides an overview on how employee's engagement mediates the relationship between workplace fun and project task performance. Independent and dependent variables are shown in the above framework. The independent variable of this study is workplace fun and project task performance is the dependent variable. There is a relationship exists between variables. The main aim of this study is to conduct and identify link between these variables.

2.9 Research Hypotheses

H₁: Workplace Fun is positively and significantly related to the Project Task Performance.

H₂: Employee Engagement mediates the relation between the Workplace Fun and Project Task Performance.

H₃: Positive Humor moderates the relationship between Workplace Fun and Project Task Performance, so that increasing the Positive Humor strengthen the relationship.

Chapter 3

Research Methodology

This chapter represents the methodological structure adopted for performing this research analysis. This chapter includes the research population, research philosophy, time horizon, sample size, nature of study, instrumentation, method of data analysis, and statistical methods used for the analysis. Each of the characteristic is defined below

3.1 Research Design

Rubin, (1987, p. 85) explains that the research design as a fundamental strategy for testing the theory. The main objective is to design and organize research study in such a way as to improve its validity (Mouton & Marais, 1996). It is a systematic framework in which the research process and its related aspects are handled. Research design is an action plan structure for the research. Zikmund (2003) defines research design as a researcher's plan which defines the procedure and the ways for gathering and analyzing the required information. Research design involves the following aspects including time horizon, setting forms, and unit of study described below.

3.1.1 Research Philosophy and Quantitative Research

Research is conducted using hypothetic-deductive approach. In this method first a problem is observed that in the contextual setting of the population what is the problem and what gap must be filled in. This question is clearly explained by what problems are found and what is the insufficient research void in the population in which the study is being performed. Then, preceding data and literature was collected through study by various researchers. Even providing supporting theory which supports our model. Hypothesis is developed for model evaluation.

Statistics are deduced from data collected by population and study sample. After the data measurement tools are used to deduce the results, and these results are compared with the hypothesis to test whether or not our findings support the developed hypothesis. If the findings support the hypothesis, the results would be right otherwise the hypothesis would fail.

To attain population results, quantitative research methods are used. This work is therefore focused on a hypothetic-deductive approach for obtaining the findings.

After the creation of the hypothesis the findings have to be deduced according to the process name.

3.1.2 Time Horizon

For this analysis, the data were gathered in one month, the data is cross sectional in nature and collected at one time.

3.1.3 Study Setting

The subject is from the field study because both the project manager and the employees were contacted in a public and private Ngo's to fill out the questionnaire in their normal work environment.

3.1.4 Nature of Study

The study was of a causal nature, designed at evaluating the impact of workplace fun on the project task performance through a mediating process of employee engagement. The moderating role of Positive Humor between workplace fun and project task performance is also assessed.

Data were collected in this field study via Ngo's located in Pakistan (Rawalpindi and Islamabad). The data were collected in a month. The data were only obtained at once, therefore the analysis in its tendency is cross sectional.

3.1.5 Unit of Analysis

An important part of empirical research is an object or individual that is under review called the unit of analysis. Each participant in an organization or project is called a unit and is considered a unit of analysis by one element of the population. Unit of analysis can be dyad, individual, group, industry, organization, country or cultural from the where data are collected. Selecting the analytical unit depends on the duration, purpose, intent and description of the analysis. The person, groups or organization can be a unit of analysis. The unit of study is an individual throughout the micro-level research, while it focuses on groups at a wider level. The research at the Macro-level is focused on social structure, social procedures and their interconnections and organization are emphasized. Macro level research is people and systems synthesis.

According to the selected research model and variables unit of analysis is carefully decided. Perception about any variable varies from individuals to individuals and specially in order to find correct data it is necessary to find right individuals for data sampling. As we are finding the impact on workplace fun on project task performance so our main focus is on the employees working in the project-based organizations.

The unit of analysis was dyad for this study i.e. project manager and employee from public and private project-based Ngo's employees. The unit of research in this

study was one who worked in different Ngo's in two cities (Islamabad, Rawalpindi) of Pakistan. This research model is dyadic relationship in which information about the project task performance is provided by Project Manager/Supervisor. Information about Employee Engagement, Workplace fun, and Positive humor is provided by Employees/ Team Members.

3.2 Population and Sample of Study

A population in the research is defined as the group of persons or objects having similar characteristics (Castillo, 2009). The research population was focused on employees who currently work in the Ngo's in two Pakistani cities (Islamabad and Rawalpindi). The Ngo's were; Institute of Rural Management IRM, CSW, Taleem Foundation, Global Peace Pioneer, Indus Heritage. National Rural Support Programme NRSP, and Aurat Foundation. The sample size that was used for this study consist of almost 301 employees from these Ngo's

Among these Ngo's 369 questionnaires were distributed. out of which 330 questionnaires were returned. The questionnaires that were found complete in all respect out of these were 301. The overall response rate remains 81 percent.

Population and Sample of Study

Name of Ngo's	Total number of questionnaires distributed	Total number of questionnaires received back
IRM	60	48
CSW	48	45
Global Peace Pioneers	60	52
Indus Heritage	50	48
Taaleem Foundation	50	50
NRSP	51	39
Aurat Foundation	50	48

The data collection methodology used in this analysis was the method of survey. This approach is convenient, and it helps to simultaneously gather the data from the number of respondents compared to other approaches. This approach was mostly used in research studies to generalize the result on the entire population.

because of limited time and resource constraint the specific technique was chosen for the present study.

3.3 Sampling Technique

convenience sampling technique was used for data collection in this study, in which data will be randomly collected from the Ngo's of Islamabad and Rawalpindi. There are various methods to collect data but here questionnaire method is most appropriate. The data was gathered using questionnaires adapted from various sources. This sampling method is widely used in social science research studies since it saves time and energy, as well as collecting with little effort the necessary information and data. We assume that the data collected by the community is a true representative of the workers in Pakistan working at the Ngo. For data collection survey questionnaires have been distributed to employees at Rawalpindi and Islamabad Ngo's.

3.4 Characteristics of Sample

The demographics used in this research are; gender, age, qualification, experience. Following shows the demographic characteristics of the employees

3.4.1 Gender

Data are gathered from both genders to avoid gender discrimination. Due to a lot of new job opening a lot of females are heading towards the Ngo sector. Gender plays an important role in demographics, since both male and female employees work in various fields. Frequency with percentage of the male and female respondents is given in the table below.

Table 3.1 shows the ratio of female respondents is higher than the male respondents. The frequency of male respondents is 148 out of 301 having percentage of

TABLE 3.1: Gender Distribution

Gender	Frequency	Percent
Male	148	49.2
Female	153	50.8
Total	301	100

49.2 while the frequency of female respondents is 153 out of 301 having percentage of 50.8.

3.4.2 Age

Also, age is one of the important demographics as it is difficult to ask and respondent about their age and they feel irritated in disclosing it so that for their convenience age groups are listed so that we can divide into groups which also help us in the study.

TABLE 3.2: Age Distribution

Age	Frequency	Percentage
18-25 years	180	59.8
26 to 33 years	84	27.9
34 to 41 years	30	10
42 and above	7	2.3
Total	301	100

According to the frequency of age 180 people out of 301 in this sample i.e. 59.8% belongs to the age group of 18 to 25 years, while 84 respondents met the age limit of 26 to 33 years, which is 27.9%. The number of respondents was 30 in the age brackets of 34 to 41 years which is 10 per cent of the overall survey. Whereas 7 respondents were from the 42-year-old age group, i.e. 2.3 percent, which is the lowest.

3.4.3 Qualification

Education is one of the significant factor in any population Respondents represent the standard of that population for different experiences and qualifications. Education is very necessary for the employees and this gives an opportunity to grow more to the next generation. So we divided all qualifications according to the context of Pakistan to more accurately analyze the data.

TABLE 3.3: Qualification Distribution

Qualification	Frequency	Percent
Fsc	21	7
Bachelors	116	38.5
Masters	139	46.2
MPhil And Above	25	8.3
Total	301	100

Table 3.3 shows that Another aspect of demographics is the qualification of the respondents that Indicates that a total of 139 respondents, i.e. 46.2%, belong to the MS category, which is the higher qualifying level percentage. The level of Fsc, Bachelor and MPhil and higher is 7%, 38.5% and 8.3%.

3.4.4 Experience

Experience is such a metric that allows us to determine how much the respondent has in relation to the profession. Groups are made with the intervals, so that a respondent who fills out the questionnaire is not unclear. Thus, groups are provided in the following table is provided the number of respondents in each group with their percentage.

The table 3.4 shows that the survey has collected the information regarding the work experiences of employees also. Here 39.2 percentages have been recorded as employees having less than 1year of work experience. There are 115 workers with work experience ranging from 1 to 5 years i.e. 38.2 percent.33 of the respondents i.e. 11 percent have work experience ranging from 6 years to 10 years. However, in experience category of 16 years and above 12 respondents (4%) are found.

TABLE 3.4: Experience Distribution

Experience	Frequency	Percentage
Less than 1 year	119	39.2
1-5 years	115	38.2
6-10 years	33	11
11-15 years	22	7.3
16 and Above	12	4
Total	301	100

3.4.5 Marital Status

TABLE 3.5: Marital Status

Marital Status	Frequency	Percent
Single	218	72.4
Married	80	26.6
Widow	3	1
Total	301	100

The table 3.5 reflect that the survey gathers the data regarding marital status of the respondents. Here, 72.4 percentages were identified as single respondents. There are 80 of the respondents who are married.3 of the respondents i.e. 1% that are widowed.

3.5 Instrumentation

To gather data from the respondents, multiple different sources were used to tailor the questionnaire for each element. Using convenience sampling methodology, questionnaires were distributed among different individuals of different firms.

For each variable different point Likert scale was used to collect the data. All items of variables included in the questionnaire i.e. fun at work, employee engagement, positive humor and project task performance was answered by employees. Responses was obtained through 5 point likert scale including the options (strongly disagree, disagree, neutral, agree, and strongly agree) Questionnaire comprised of

five demographic variables related to respondent Gender, Age, Qualification and Experience and Marital status.

3.5.1 Workplace Fun

Workplace Fun is the independent variable which was calculated by the scale of 13 things developed by McDowel (2005). A five-points Likert scale is used to gather responses where 1 represents “Strongly Disagree”, 5 represents “Strongly Agree” and 3 as “neutral”. The sample items include “My supervisor encourages fun at work”, “when work is fun employees works harder and longer”, “Fun at work helps to reduce stress and tensions” etc.

3.5.2 Project Task Performance

Project Task Performance is dependant variable and has been assessed by scale of 21 items developed by Williams, L. J., & Anderson, S. E. (1991). A five-points Likert scale is used to gather responses where 1 represents “Strongly Disagree”, 5 represents “Strongly Agree” and 3 as “neutral”. The sample items include “Adequately completes assigned duties”; “Engages in activities that will directly affect his/her performance evaluation.etc. are included in this questionnaire in order to acquire the data.

3.5.3 Employee Engagement

Employee Engagement is the mediator between workplace fun and project task performance and was measured by 12 items scale developed by Avery, Derek R., David C. Wilson, and Patrick F. McKay (2007). A five-points Likert scale is used to gather responses where 1 represents “Strongly Disagree”, 5 represents “Strongly Agree” and 3 as “neutral”. The sample items include “My supervisor, or someone at work, seems to care about me as a person”, “There is someone at work who encourages my development”, “At work, my opinions seem to count” to gather the data from the employees.

3.5.4 Positive Humor

Positive humor the Moderator between workplace fun and Project Task performance was measured by 5 items scale developed by Cann, Arnie & Joyce, Amanda & Bridgewater, Elisabeth. (2014). A five-points Likert scale is used to gather responses where 1 represents “Strongly Disagree”, 5 represents “Strongly Agree” and 3 as “neutral”. The sample items include “Humor is often used to encourage or support coworkers”, “Humor is something we all enjoy at work”, “The humor of my coworkers often cheer me up” etc. to collect the data.

TABLE 3.6: Instruments

No	Variable	Source	Items
1	WF (IV)	McDowel (2005).	13
2	EE (Mediator)	Avery, Derek R, David C. Wilson, and Patrick F. Mckay (2007)	12
3	PH (Moderator)	Cann, Arnie & Joyce, Amanda & Bridgewater, Elisabeth (2014).	5
4	TP (DV)	Williams, L. J., & Anderson, S. E. (1991).	21

3.6 Covariates

A One-way Anova check is performed to classify the control variables. Demographics is correlated with dependent variable one by one and its value is tested for significance. If any of the demographic is significant we need to control it because it can have an effect on the result as a whole. But there is no control variable in our case because all demographic values (p) are insignificant which is greater than 0.05. So, in this situation, there’s no need to control any variable.

TABLE 3.7: Covariates

Covariates	Sig.
Gender	0.688
Age	0.062
Experience	0.578
Marital Status	0.241
Qualification	0.141

Demographics has an insignificant relationship with the Project Task Performance.

3.7 Scales Reliability

Cronbach's alpha shows the accuracy and precision of the measuring scale used. The worth will exceed 0.7 (Nunnally& Bernstein, 1994). The reliability of the scale needs to be checked, so we need to know that the scale we are using for our reason is accurate or not. The reliability of things is used to measure Cronbach Alpha's value, which tells how interrelated the items are. If there is a great deal of variation in questionnaire items when filling out, then there is a greater chance that the reliability check will fail which indicates that the questionnaire used for our purpose is not reliable. If the respondents filled out the questionnaire and all of them are strongly interrelated, then typically the reliability comes in well. The reliability range between 0-1 is important.

Reliability is often assumed to be high if the value of Cronbach Alpha is greater than 0.7, but 0.6 is also considered acceptable if the number of items in question is less than 10. But it is not a statistical test for reliability. The higher the Cronbach alpha value the greater is the reliability of the questionnaire objects. So, here we run this test to check the reliability of each variable's questionnaire. Table 3.7 displays the reliability value for the items of each variable which is Cronbach alpha.

TABLE 3.8: Scale Reliabilities

Variables	Cronbach Alpha	items
WF (IV)	0.846	13
EE (Mediator)	0.854	12
PH (Mod)	0.848	5
TP (DV)	0.773	21

Table 3.7 shows value of reliability of each variable is given with its number of items displayed in the next column. Reliability on an internal scale means that all objects will calculate the same thing in a way that corresponds with each other. Reliability checks are used to verify the accuracy of the results produced by any measuring procedure, using the same test twice or after some time. Cronbach alpha range 0 to 1. Higher Scale Reliability is shown by

1. The above Alpha values are generally considered to be above 0.7 and are considered reliable. The table above describes the internal consistency of the scales and indicates that it is considered reliable that all variable has Alpha above 0.7. The total Alpha value was 0.854 and was used to measure employee engagement.

3.8 Data Analysis Techniques

After the data collection, several measures were carried out using convenience sampling. 369 questionnaires were issued, 301 of which were taken into account and filled out accordingly.

1. We separated those questionnaires in the first step that were not properly filled out or they were not up to the mark. The filtered questionnaires were then selected in SPSS for the data entry.
2. In the second step Data Entry software was used. Each variable was developed, and data was entered in the program for each questionnaire. So, we tested it again to check whether or not it is filled in correctly.
3. Then for the analysis the mean and standard deviation of all variables is calculated.
4. The numeric values were used to calculate descriptive statistics.
5. Reliability test was conducted, and this purpose was used to calculate the Cronbach Alpha value.
6. Pearson Correlation was used to test the significance of the relation between variables. How much effect the other variable has on the variable, and whether it is significant or not.
7. Single linear regression testing was conducted between IV and DV to verify whether there is any impact of IV on DV.

8. Process was used to check the Mediation and Moderation. Model 4 was used mainly for mediation. Model 1 was then used to check the moderation and as a whole it was tested at the end model 05 to check mediated moderation.
9. Hypothesis decision was taken after complete analysis.

The data collected were analyzed using SPSS tools. Data analysis was performed using correlation, regression, mediation, and moderation methods. Examination of the correlation has been used to test the relationship between independent variable and dependent variable. Analysis of regression was used to investigate the dependency among variables.

3.9 Analytical Techniques and Tools Used

Reliability analysis, descriptive, correlation and regression testing were carried out using statistical testing techniques and method. Version 20.0 of the SPSS program supported the necessary statistical tests and calculations. To measure the internal reliability of scales Cronbach's alpha was calculated. Mediation and moderation were studied using the Preacher and Hayes process method.

Chapter 4

Results

4.1 Data Analysis

This chapter contains all of the results information. Whether the hypothesized are being dismissed or accepted. It will tell us about the mean variables and the standard deviation. On the data set collected in SPSS for the results, linear regression test, mediation, and moderation analysis will be done. Results will be calculated against each hypothesis, and displayed with proper explanation. This chapter is entirely concerned with performance. The method used to perform this all is SPSS. This study focuses on discovering the impact of workplace fun on project task performance with the mediating role of employee engagement and moderating role of positive humor. The study of variables is represented in this chapter by running the following functions that includes; descriptive statistics, correlation, and regression analysis of data.

4.2 Descriptive Statistics

It is very necessary to find descriptive statistics and very important for a study as the whole analysis includes descriptive statistics for further processes. Mean is the sum of all the values representing the entire data set. Standard deviation is the mean-point variance. The number of respondents, the variable's minimum

value and the variable's maximum value with mean and standard deviation. This analysis provides the mean information of all variables. That which is the mean answer for questionnaire items for each variable. These statistics provide a concisely summary of the variables standardized values. The sample size, minimum and maximum values, mean values and standard data deviation values are expressed in this analysis.

Table 4.1 shows the specifics of the research variables, second column shows the number of respondents, third column shows the minimum value while maximum data values recorded by respondents in the fourth column while fifth and sixth columns display the mean and standard data deviation of each variable.

TABLE 4.1: Descriptive statistics

Variables	N	Minimum	Maximum	Mean	Standard deviation
Workplace Fun	301	3.2	4.07	3.64	0.59
Project Task Performance	301	2.81	3.9	3.5	0.49
Employee Engagement	301	3.43	4	3.74	0.62
Positive Humor	301	3.84	4.02	3.93	0.78

This table depicts the value for questionnaires filled by 301 respondents. For data collection the technique used was convenience sampling as described in previous chapters.

The table contains details regarding the descriptive statistics for the variables being analyzed. Of variables understudy, the information represented in the table are mean and standard deviation minimum, maximum, and the average values. Detail of variables, research sample size, Information for the minimum value, maximum value, mean values and standard deviation for the collected data are given in the columns in the above table. N is showing the number of respondents which is 301. Mean value for Workplace fun is 3.64 with standard deviation of 0.59. For Project Task Performance, the table indicates the mean value 3.50 and standard deviation of 0.49. Employee Engagement is observed to have mean value of 3.74 with standard deviation of 0.62. Whereas Positive Humor has mean value of 3.93 & Standard deviation 0.78.

4.3 Correlation Analysis

Study of correlation analysis is used to demonstrate the essence of the relation between two variables. It also investigates whether the two variables shift in the same or the opposite direction. This analysis varies from the regression analysis so that the variables being analyzed do not recognize causal linkages. The relationship is evaluated in terms of variables moving in the same or opposite direction, without the zero-correlation used. Negative values denote the degree to which increase is being analyzed in either of the variables varies with the other. The correlation analysis employed in this study is the commonly used coefficient for measuring correlation between variables. The most common method for calculating dependence between two quantities is the Pearson correlation analysis. There are two types of relationship, positive and negative relationship. The value of the coefficient of correlation ranges between -1.00 and + 1.00. + 1.00 values show a positive correlation while negative values indicate a negative correlation between variables. But if the correlation value is 0 this means that there is no correlation between the variables.

Table 4.2 shows the correlation between the variables which are studied in this research. It also indicates that whether the relationship is positive or negative between these variables.

TABLE 4.2: Correlation

	1	2	3	4
1.Workplace Fun	1			
2.Employee Engagement	.669**	1		
3.Project Task Performance	.318**	.417**	1	
4.Positive Humor	.560**	.605**	.388**	1

p < 0.01, ***p < .001 N=301**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.2 shows the values of correlations between all the variables. Workplace Fun is positively related with Employee Engagement and has a significant relationship ($r=0.669^*$, $p<0.05$). Project Task Performance has positive and significant relationship with workplace fun ($r=0.318^*$, $p<0.05$) and employee engagement ($r=0.417^{**}$, $p<0.01$). Positive Humor is also positive and significantly related with

workplace fun ($r=0.560^{**}$, $p<0.01$), TP ($r=0.388^{**}$, $p<0.01$) and EE ($r=0.605^*$, $p<0.05$). These result shows that all the values are significant and has positive relation. It is according to our hypothesis and we will continue with further processes.

4.4 Regression Analysis

There is a need to conduct regression analysis after the correlation analysis. Regression analysis is conducted to verify that how much the effecting variables effect response variable. It is a powerful tool and is used to evaluate the relationship between two variables or more. We need linear regression analysis between variables that are independent and dependent. We also have to do regression analyzes for mediation and moderation. We need to run Preacher and Hayes Process for linear Regression for that reason. Model 4 and Model 1 are to be used respectively for mediation and moderation. Analyzing regression is used to forecast and estimate the relation between variables. The study of regression analysis shows the assumptions about Y from X values. It helps in making the decisions about one variable's dependency on another.

4.4.1 Linear Regression Analysis

Hypothesis 1: WF has direct positive relation with PTP.

TABLE 4.3: Simple Regression

	Project Task	Performance	
Predictor	β	R2	Sig
Project Task Performance	.318***	0.101	0

*P < 0.05, **p < 0.01, ***p < .001 N=350 Un standardized regression coefficient reported

Table 4.3 shows the results related our first hypothesis. According to our first hypothesis IV is positively and directly relating to our DV. So according to our results the vale $\beta = 0.318$ and value of $p = 0.000$ which shows that relationship is significant. Our results also indicate that the there is a significant relationship

between IV and DV. The value of R square = 0.101 which shows that IV is bringing a change of 0.101 units in the DV. The value of β shows that there is a positive relation between both of the variables. Value of p is also significant which shows that the relation is significant. IV is bringing and change of 0.101 units in DV. So according to our Linear Regression test our first hypothesis is accepted. For this purpose, in SPSS, we go to regression and perform linear regression test by adding our IV and DV. As there is no control variable so we will not add any control variable. Visual representation of the relationship between IV and DV is given below. IV is denoted by X and DV is denoted by Y. C shows the direct relationship between both of the variables. So this is the pictorial view of our first hypothesis which is accepted according to results.

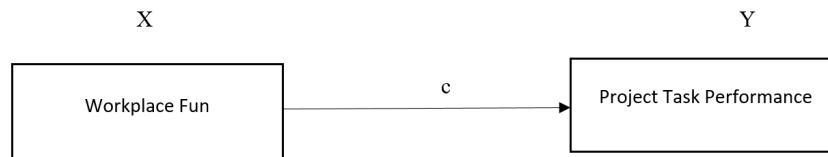


FIGURE 4.1: Effect of IV on DV

4.5 Mediation Analysis

Mediation Analysis will be conducted against Hypothesis 2 to test the outcomes. The relation will be studied from IV to mediator, and from mediator to DV. Since mediator converts direct effect into indirect effect, creating a path between IV and DV. We will use Hayes' Process macro to mediate on model 4.

It needs to be important for mediation path from IV to M and M to DV. If any of those paths are insignificant then this model has no mediation effect. So, we're going to check all the paths to see if our theory is denied or approved and the hypothesis we developed are accepted or rejected.

Following is the visual representation of mediation in which Employee Engagement mediates the relationship between Workplace Fun and Project Task Performance.

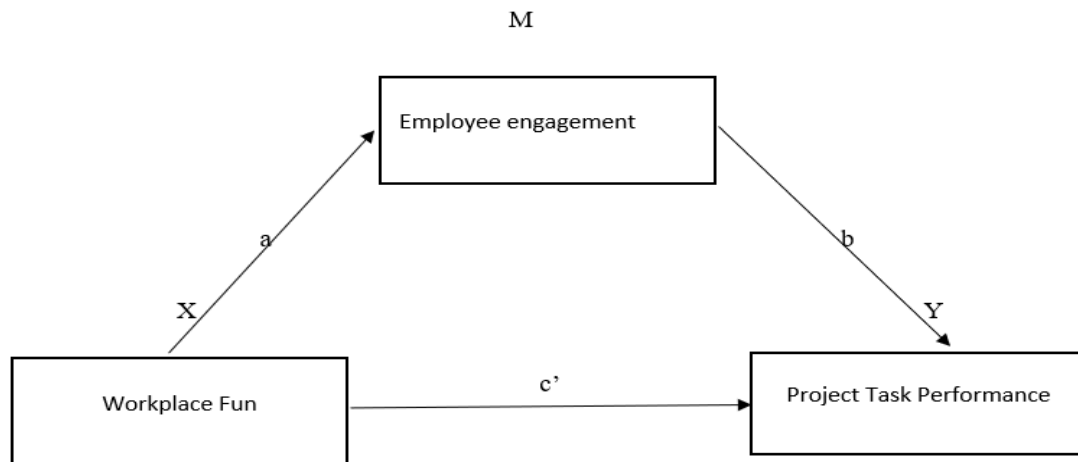


FIGURE 4.2: Mediation Analysis

Effects of Mediator that is Employee Engagement between the Workplace Fun and Project Task Performance

TABLE 4.4: : Mediation Analysis

IV	Effect of IV on M	Effect Of M on DV	Direct Effect Of IV on DV	Total Effect Of IV on DV	Bootstrapping result for indirect effects	
	β	β	β	β	LL95%CI	UL95%CI
Project Task Performance	.669**	.420**	.059***	.205**	0.1048	0.3155

Note. Un-standardized regression coefficient stated. Bootstrap sample size 5000. LL =lower limit; CI = confidence interval; UL = upper limit. N=350, *P < .05; **P < .01

In this table IV represents the independent variable, while dv represents dependent variable, m is for mediator, Confidence interval is represented by CI

According to this figure we have to check the hypothesis. Three paths are represented in this figure a, b and c.

4.5.1 Hypothesis 2 (IV to Mediator)

To check hypothesis 2, we need to test the significance of IV-Mediator relationship. Using Model 4, we do regression analysis using Hayes 'process macro. The value for $\beta = .6990$ showing that it has a positive effect between two variables as results are displayed in the table. $P = 0.0000$ which shows a significant relationship, which

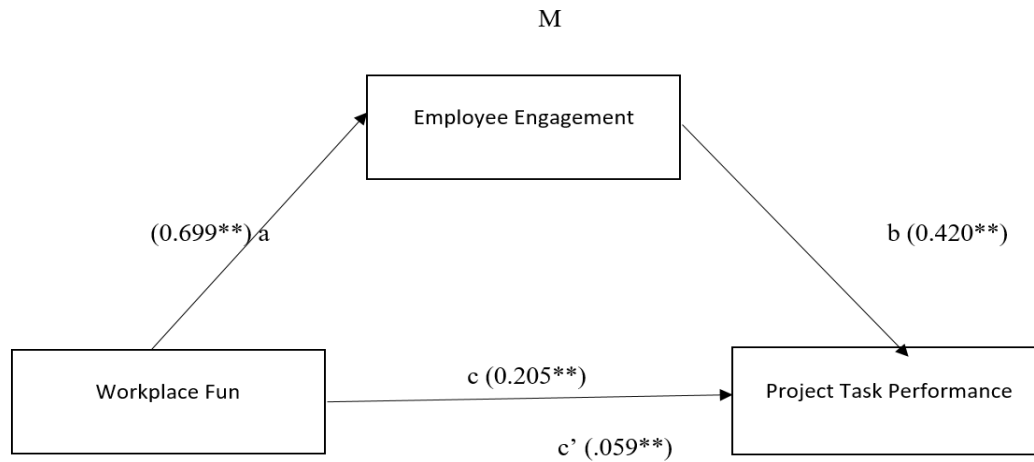


FIGURE 4.3: Mediation Analysis (With Path and Values)

is the most important result to check for. R2 value is .4475 which indicates that IV in Mediator causes a shift of 0.4475 units.

Thus, it is cleared from these findings that the first prerequisite for mediation is acknowledged which is the meaningful and constructive relationship between the IV and Mediator.

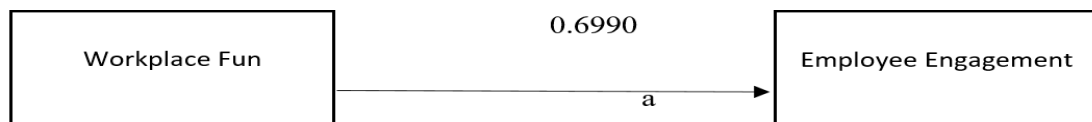


FIGURE 4.4: Mediation Analysis (With Path and Values)

4.5.2 Mediator to DV

The second condition for acknowledging mediation is to test the essence of the Mediator-DV relationship. Since we've written results in the tables, we need to test this relationship against this data. M's effect on DV is written in 3rd column of the table for mediation review.

As it shows the value of β is 0.420 which shows a positive relationship. The value of $p=0.000$ that shows the significant relationship. Currently we are testing path b that whether or not this relationship is important and what kind of impact it creates.

The value of R2 is .1767. This value means that 1 unit increase in Mediator value induces a change in DV value of .1767 unit. So, the value of β is positive according to our hypothesis condition and the value of $p=0.000$ which is the significant value. This result shows that path b is important and can be forwarded to check the results for further processes.

Below figure 4.5 shows the path b and the value of B for Mediator to DV relationship.

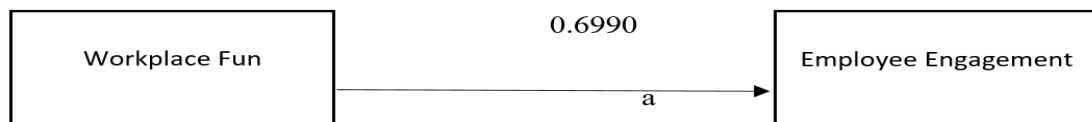


FIGURE 4.5: Effect of Mediator on DV

Now as we have stated in our hypothesis that the employee engagement mediates the relationship between the IV workplace fun and DV Project Task performance. As we have the other two mediation conditions, this indicates that the ' a ' and ' b ' routes are important and have a positive effect. So, we need to look at the final effect of mediation.

Those results can be shown from the mediation table. We need to test the indirect effect of X and Y which is IV and DV for mediation. Mediator eliminates the direct effect and communicates indirectly between IV and DV. The values of the Indirect effect of X and Y are obtained while running model 4 and we will test LLCI and ULCI which is the upper and lower limit confidence index. We'll verify if the two limits are zero or not. If between two thresholds there is zero then there is no mediation. If both the ULCI and LLCI signs are the same then that means there is no void and mediation is agreed. So according to our results value of LL 95% CI = .1048 and UL 95% CI = .3155. These both values are with same sign and there is no zero between them. So, our Hypothesis 2 is accepted which is the mediation between IV and DV.

4.5.3 Moderation Analysis

The moderation was used to determine that whether the relationship between workplace fun and project task performance depends on the positive humor. We used the PROCESS macro model 1 from SPSS to check our last hypothesis, which states that Positive Humor moderates the relationship between the workplace fun and project task performance. The third and the last hypothesis is about

TABLE 4.5: The Moderating Effect of Positive Humor

	β	se	t	p	LL 95% CI	UL 95% CI
Int term	-0.0685	0.374	-1.8296	0.0683		
Bootstrap results for indirect effect					-0.1422	0.0052

N=301, * P <.01

Moderation. To test the moderation, we ran the Model 1. The table shows that the moderation hypothesis is rejected and it does not strengthen the relation between workplace fun and the project task performance. As we check the value of interaction term in the table that value of β is -.0685 which shows a negativity in relation. The value of P = .0683 > .05 which is also insignificant. For moderation effect we check the LLCI and ULCI value that if it contains zero between both the limits or not. The value for LL95%CI = -.1422 and the value for UL95%CI = .0052, which shows that there is zero between both limits. So, from these results we can conclude that there is no moderation effect. Hypothesis 3 is rejected that there is moderation between IV and DV.

4.6 Summary of Hypothesis

Table 4.6 represents the summary of results for the proposed hypothesis.

TABLE 4.6: Summary of Hypothesis

No	Hypothesis Statement	Results
H1	Workplace Fun is positively and significantly related to the Project Task Performance.	Accepted
H2	Employee Engagement mediates the relation between the Workplace Fun and Project Task Performance.	Accepted
H3	Positive Humor moderates the relationship between Workplace Fun and Project Task Performance, so that increasing the Positive Humor strengthen the relationship.	Rejected

Chapter 5

Discussion and Conclusion

5.1 Discussion

This section relates to the detailed discussion of the hypothesis produced in light of the theory and empirical evidence with the help of literature and the interpretation of the findings. the chapter is divided into three main parts, in which part 1 discusses the findings of the experiment, hypothesis results, second part discusses the consequences for the theory and practitioners and last part discusses the limitations and future work.

The aim of this research was to examine the direct and indirect relationship between Workplace Fun and Project Task Performance. The research also explored the mediating influence of Employee Engagement between workplace fun and project task performance. The conceptual model study explored the moderating effect of Positive Humor on workplace fun and project task performance in nongovernmental organizations working in Pakistan (Islamabad and Rawalpindi).

The study serves evidence from Pakistan's development sector and the findings can be used for effectiveness in the fields of the project by policy makers and project managers. The research established 3 hypotheses, and all of the hypotheses were also backed by results from data and theory.

Over the past decade, Project Management and its success have gained a lot of attention, its success factors, project team and all other factors have been explored

by many researchers, but there is a least focus now adays upon the hecticness and dull routine in regard to the project team members and employee's mental health that they have to suffer while carrying out the projects. One of the signs of a successfully growing business is its high-level project management, which continuously faces multiple obstacles at once. Negotiations with vendors, resource management between two parallel operations, reporting to stakeholders, finding market bottlenecks... Project manager and the employees that are team of the projects has to deal with these and many other tasks on a daily basis. Although it's their job de jure, however, many challenges can sometimes get overwhelming and can become the cause of stress, lack of motivation, and can diminish or lower the task performance which would ultimately leads to the failure of the project.

Also it is very difficult to retain the employees in this environment for a longer period of time, to avoid this a project manager should introduce a healthier and a fun workplace for employees that can help them to overcome this stress and brings out the relaxed and comfortable environment which they want to be recognized with and work with the higher level of motivation and perform better tasks. Fun in the workplace is characterized as aspects or features of the work environment that have the potential to promote positive emotional reactions such as enjoyment, amusement, and lighthearted pleasure in individuals.

In one of the earliest papers on fun in the workplace, Ford, McLaughlin, and Newstrom (2003) define fun in the workplace as a "work environment that intentionally encourages, initiates, and supports a variety of enjoyable and pleasurable activities" (p. 22). McDowell (2004) argues that fun in the workplace involves activities that are "not specifically related to the job that are enjoyable, amusing, or playful (p. 9). To provide a broader conceptualization of fun in the workplace. Fluegge (2008) defined it as "any social, interpersonal, or task activities at work of a playful or humorous nature which provide an individual with amusement, enjoyment, or pleasure", so the hypothesis developed in this study assumed that workplace fun is positively and significantly related to the Project Task Performance. The findings of current study are in line with the developed Hypothesis. After a cognitive and emotional assessment of a fun event, Michel et al. (2019)

recently proposed a model of fun at workplace. In short, there is an anticipatory evaluation of fun events, key evaluation when taking part in the fun event and ultimately a retrospective evaluation of the fun event. Clearly even conducting cognitive and emotional tests of staff is in line with our claim.

This study only proves the positive relationship between workplace place fun and project task performance but does not identify the detailed aspects of the workplace fun variable. Hence this can be a limitation of the study and future authors can address it to identify the detailed aspects regarding workplace fun that can bring the enhanced task performance in projects.

The common intuitive sense that people have work motivation, and especially leaders within organizations. The idea that employee engagement is a positive state, has an organizational intent, and connotes participation, dedication, zeal, excitement, concentrated effort, and energy is similar to these meanings, so it has both attitudinal and behavioral components. Hypothesis related to mediation in this study assumed that employee engagement mediates the relationship between workplace fun and project task performance. The hypothesis was accepted with mediation.

The third and the last hypothesis that was developed in this study was the moderator of positive humor that moderates and strengthens the relationship between the project task performance and workplace fun that has been rejected, before stating the reasons for rejection of this hypothesis first look at the some of the past researchers idea of what positive humor is; Humor is defined as ‘any communicative instance which is perceived as humorous’. Crawford posits that humor produces a ‘positive cognitive or affective response from listeners’ (1994: 57). Romero and Cruthirds’s (2006) denition of organizational humor is most relevant: amusing communications that produce positive emotions and cognitions in the individual, group or organization.

The research and the analysis of results contradicts with the developed hypothesis and the previous research’s that positive humor strengthen the relationship between workplace fun and project task performance. Also it contradicts with the conventional wisdom that any constructive or positive organizational humor boosts

the morale of the team because the results shows the otherwise this is because of the cultural differences and acceptability of these kind of jokes and humorous environment is still not yet acceptable in the context of Pakistani culture as the team members does not understand and takes it lightly they get offended by the jokes also the environment becomes non serious that impacts the performances of the employees. Humor is a universal phenomenon but is also tinted in a cultural sense. the existing research investigates how culture affects the perception and usage of humor by individuals, as well as the psychological well-being implications of humor. Past research has proven that Easterners do not have an attitude toward humor as optimistic as their Western counterparts do. This understanding makes Easterners less likely than Westerners to use humor as a coping strategy (Jiang, Li and Hou ,2019). The views of Westerners and Easterners regarding humor differ fundamentally from one another. Westerners view humor as a desirable trait of an ideal self, combine humor with positivity and emphasize the importance of humor in their everyday lives. On the opposite, the attitudes towards humor from the Easterners are not so optimistic (Abe, 1994). Humor is a pan-cultural phenomenon but also intercultural. Past research offers substantial evidence showing that definitions of humor, use of humor and the relationship between humor and psychological well-being differ across cultures. (Chen and Martin, 2007) another reason for the rejection of this hypothesis is that the employees still are unclear and cannot differentiate among the different kind of humors they think of the positive humor as the negative also the culture of Pakistani organization does not allow this kind of humorous environment in their workplace.

Different cultures interpret specific humor items differently. This could explain the inconsistent results across cultures regarding humor (Yue et al., 2014). Humor is common but also unique to cultures. Previous literature has shown that the perceptions of humor differ in Easterners and Westerners (Chen and Martin, 2005). In general, people think that positive humor, which is inclusive, affiliate and tasteful, is good in leadership, and negative humor, which is hostile and insulting, is poor, but We found out that the effects of humor in our study rely on the culture and perception of the employees working in Pakistan and thus the results

shows otherwise. The findings suggest that if leaders want to incorporate humor into their subordinates' interactions, they should first determine whether or not their subordinates are likely to favorably view their humorous overtures. Yue et al. (2010a) found that humor did not correlate substantially with self-esteem or subjective well-being but with the cultural implications.

Main contribution of the study is that workplace fun play an important role in the projects. It enhances the task performance of the employees in the project. Workplace fun is related to how the positive humor and fun brings a happy and lighten atmosphere for the employees that helps to boost up their morale, energy, motivation level and wellbeing during the project that ultimately increases the capabilities of employees, so this study would be really helpful in understanding this positive impact and relationship. Therefore, understanding these practices and particularly providing this kind of climate and environment permit managers to make employees work hard and efficiently in the work place and keeps them healthy and more retainable. With this workplace environment employee shows commitment and more dedication toward the project and it improves the task performance of the project.

5.2 Limitations and Future Directions

Although this study presented empirical evidence of the relation between the selected variables, but limitations cannot be avoided in a sample. Second, the study's spectrum is subtly restricted and more aspects related to the workplace fun cannot be analyzed at once. Future researchers should investigate this limitation by exploring different aspects, both formal and informal, with the moderating role of another variable in Pakistani settings.

The research was limited to the nongovernmental sector in Pakistan alone due to the time and cost constraint more sectors could not be chosen. For future studies, cross-industry and inter-industry analyses of workplace fun and its impact on project task performance should be studied with other connected variables.

The sample size is marginally small, the sample size has tremendous effects on the property and outcomes of the study and analysis, as well as impacting the sample size because of the non-accessibility of resources in other cities. Future studies should choose a larger and healthier sample size and test the model to be more generalizable.

In this study we showed that workplace fun had positive effects. Future studies should however investigate the negative effects of fun at the workplace. Additionally, we focus on individual level workplace fun in this study. In the optimistic corporate scholarship umbrella workplacefun can be examined. Because it's inherently positive idea and yet oddly lacking are research on workplace fun in the projects. Investigating workplace fun at a collective level (i.e., team) is critical.

This study does have some methodological limitations. We only collected data by cross-sectional design using survey questionnaire. Then the research will not be able to provide the real causality between fun in the workplace and Project Task Performance. In particular, we examine only the employees working in the Ngo's so other sectors can also be explored. Additionally, the study was carried out in the Twin cities of Pakistan. Fun cross-cultural studies need to generalize their effects.

5.3 Conclusion

Project management activities in developing countries such as Pakistan are not as advanced as those seen in developed countries and limited empirical evidence is found in the area of project management, in particular non-governmental organizations. It is worth noting that project management is growing its roots in Pakistan as huge numbers of projects have been observed in the past decade. This study focused on non-governmental organizations (NGOs) operating Pakistan (Islamabad, Rawalpindi) and tried to find empirical evidence of workplace fun positive relationship to Project Task Performance. The project managers in this industry are responsible for delivering the expected outcomes in time, but this research will help managers better manage their employees to perform better which in turn

leads to the better task performance. In their respective projects. By identifying the relationship, it is also important to explore the different aspects of the workplace fun that effects the project task performance, that future researchers should take into consideration regarding specific projects in this industry. The study also shows that culture and values play an important role in such relationship that project managers need to take into consideration. The society of Pakistan is more collectivistic and managers tend to avoid focusing on providing the relaxed workplace for their employees and are more focused on getting the work out of them which effect their performance and hence becomes the reason of project failure. Hence it can be said that this study provides a detailed research and practices that can be followed by the project managers in bringing out the creativity, motivation and better performance of the task out of their employees.

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Appendix A



CAPITAL UNIVERSITY OF SCIENCE AND TECHNOLOGY, ISLAMABAD

Department of Management Sciences

Questionnaire

Dear Participant,

I am a student of MS Project Management at Capital University Science and Technology Islamabad. I am conducting a research on **Impact of Workplace Fun on Project Task Performance with the mediating role of Employee Engagement and Moderating role of Positive Humor**. 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 purposes.

Sincerely,

Syeda Farwa Batool Abidi

Capital University of Science and Technology, Islamabad

TO BE FILLED BY SUPERVISOR

*Note: How much do you disagree or agree with each of the following statements about your most recently completed project? The 5 Likert scale will be used to answer these questions i.e.

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

Project Task Performance					
The following questions concerns your perception about your subordinate (s).					
1	Adequately completes assigned duties	1	2	3	4 5
2	Fulfills responsibilities specified in job description.	1	2	3	4 5
3	Performs task that are expected of him/her.	1	2	3	4 5
4	Meets formal performance requirements of the job.	1	2	3	4 5
5	Engages in activities that will directly affect his/her performance evaluation.	1	2	3	4 5
6	Neglects aspects of the job he/she is obligated to perform.	1	2	3	4 5
7	Fails to perform essential duties.	1	2	3	4 5
8	Helps others who have been absent.	1	2	3	4 5
9	Helps other who have heavy workloads.	1	2	3	4 5
10	Assists supervisor with his/her work.	1	2	3	4 5
12	Takes time to listen to the coworkers problems and worries	1	2	3	4 5
13	Goes out of the way to help new employees.	1	2	3	4 5
14	Takes personal interest in other employees.	1	2	3	4 5
15	Passes along information to co-workers.	1	2	3	4 5
16	Attendance at work is above the norm.	1	2	3	4 5
17	Gives advance notice when unable to come to work.	1	2	3	4 5
18	Takes undeserved work breaks.	1	2	3	4 5
19	Great deal of time spent with personal phone conversation.	1	2	3	4 5
20	Complains about insignificant things at work.	1	2	3	4 5
21	Conserves and protects organizational property.	1	2	3	4 5
22	Adheres to informal rules devised to maintain order.	1	2	3	4 5

Please provide following information.

	1	2	3
Gender	Male	Female	Trans

	1	2	3	4
Age	18- 25	26-33	34-41	42 and Above

	1	2	3	4
Marital Status	Single	Married	Widow	Divorce

	1	2	3	4	5
Qualification	Matric	FSc	Bachelors	Masters	MPhil and Above

	1	2	3	4	5
Experience	Less than 1 year	1 5	6 10	11 15	16 and above

TO BE FILLED BY EMPLOYEE

*Note: How much do you disagree or agree with each of the following statements about your most recently completed project? The 5 Likert scale will be used to answer these questions i.e.

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

Employee Engagement						
1	I know what is expected of me.	1	2	3	4	5
2	I have the materials and equipment I need to do my work right.	1	2	3	4	5
3	At work, I have the opportunity to do what I do best every day.	1	2	3	4	5
4	In the last seven days, I have received recognition or praise for doing good work.	1	2	3	4	5
5	My supervisor, or someone at work, seems to care about me as a person.	1	2	3	4	5
6	There is someone at work who encourages my development	1	2	3	4	5
7	At work, my opinions seem to count.	1	2	3	4	5
8	The mission or purpose of my company makes me feel my job is important.	1	2	3	4	5
9	My associates or fellow employees are committed to doing quality work.	1	2	3	4	5
10	I have a best friend at work.	1	2	3	4	5
11	In the last six months, someone at work has talked to me about my progress	1	2	3	4	5
12	This last year, I have had opportunities at work to learn and grow	1	2	3	4	5

Positive Humor						
1	Humor is often used to encourage or support coworkers.	1	2	3	4	5
2	Humor is something we all enjoy at work.	1	2	3	4	5
3	The humor of my coworkers often cheers me up.	1	2	3	4	5
4	The humor of my coworker use makes the work more enjoyable.	1	2	3	4	5
5	In my group Humor helps us relieve stress.	1	2	3	4	5

Workplace Fun						
1	This is a fun place to work.	1	2	3	4	5
2	My project has a fun atmosphere.	1	2	3	4	5
3	If my job stopped being fun, I would look for another job.	1	2	3	4	5
4	When work is fun, employees work harder and longer.	1	2	3	4	5
5	I prefer to work with people who like to have fun	1	2	3	4	5
6	Having fun at work can enhance interpersonal relations and teamwork.	1	2	3	4	5
7	Employees with a healthy sense of humor tend to work well with others.	1	2	3	4	5
8	Fun at work can help reduces stress and tensions.	1	2	3	4	5
9	Experiencing joy or amusement while at work is not important to me.	1	2	3	4	5
10	Having fun at work is very important to me.	1	2	3	4	5
11	Most people here have fun at work.	1	2	3	4	5
12	The overall climate of my project is fun.	1	2	3	4	5
13	My supervisor encourages fun at work.	1	2	3	4	5

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