



# Workplace Fun as Determinant of Teachers' Performance in Pakistani Universities

Tayyaba Rashid<sup>1</sup>, Muhammad Imran Malik<sup>2</sup> & Muhammad Sajjad<sup>3</sup>

<sup>1,2,3</sup>Department of Management Sciences, COMSATS Institute of Information Technology, Attock, Pakistan

Received: September 1, 2014

Accepted: November 13, 2014

## ABSTRACT

Supporting environment provided to employees ensure high performance. This idea led researchers to examine workplace fun as a determinant of teacher's performance in public and private sector universities functioning in Pakistan. Data collection through questionnaires and appropriate statistical techniques helped in drawing viable conclusions. Workplace fun including congratulating one another and personal freedom helped in developing strong ties and performing well at universities. Moreover female teachers are more influenced with workplace fun as compared to male teachers. The results are beneficial for the university administrators and academicians equally.

**KEY WORDS:** Workplace fun, faculty members, education, universities, Pakistan.

## 1 INTRODUCTION

In the current era there seems to be a blast of competition while as the organizations cannot afford to waste the abilities or potential of their work force. Different techniques and strategies are there in order to boost the abilities of their employees. Researchers, highlight different approaches to enhance employees performance, such as employees empowerment, employees involvement, employees self-efficacy (Baker, Cronin & Hopkins, 2009), and employees knowledge sharing (Reychav & Weisberg, 2009). There are other most important concepts, which contribute to raise the performance of employees such as workplace fun. Fun activities are not necessarily work related tasks, but it involves such activities that enhance performance e.g. socializing with coworkers, celebrating at work and personal freedom (Fluegge, 2008)

Present study is on the universities of Pakistan. The responsibilities of university teachers are increased i.e. academics, pressure to publish research papers, increasing workloads; restructuring and short term contracts that are believed to raising many problems (Dickson-Swift, 2009; Houston, 2006; Jacobs & Winslow, 2004; Tytherleigh, 2005). These problems are not only damage employee's quality of work but also effects organization performance (Collin & Smith, 2006).

### 1.1 Problem statement

Current study examines **"the impact of workplace fun on employees Performance among university teachers of Pakistan"**

### 1.2 Objectives of the study

- To examine the relationship of workplace fun and teachers performance working in universities of Pakistan. .
- To compare the performance of male and female university teachers.
- To compare the performance of university teachers working in public and private sector of Pakistan.

## 2 LITERATURE REVIEW

### 2.1 Workplace Fun and Employees Performance

Fun at work means engaging in activities not specifically related to the job that are enjoyable, amusing, or playful, and that enhance organizational performance (Fluegge, 2008), workplace fun is consider key element for enhancing organization performance and effectiveness. The concept of workplace fun can be found in the publications of Cook (2009), Patel & Desai (2013), Fluegge (2008) and some others, who work to develop organization culture that promoted play, humor and fun. In today's work environment workplace fun has been

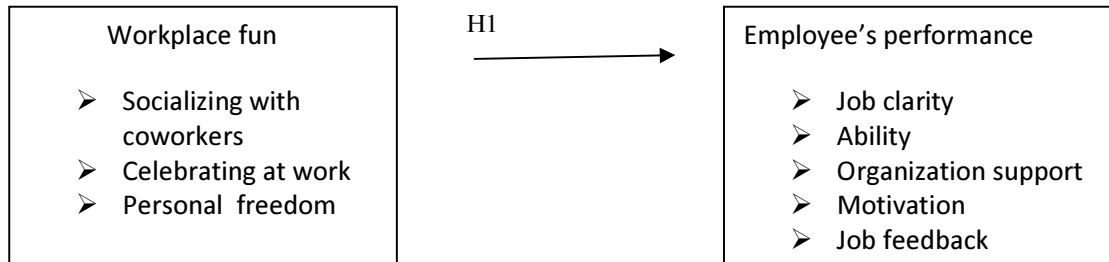
\* **Corresponding Author:** Tayyaba Rashid, Department of Management Sciences, COMSATS Institute of Information Technology, Attock, Pakistan. im4imranmalik@gmail.com,

promoted as a key element for productive environment (Karl & Peluchette, 2006). Staff considers workplace fun as break in their working days; stress relief, which also provides them opportunity to groom their selves, they think that workplace fun gave them another reason to be at work (Owler & Morrison, 2012). Fluegge (2008) and McDowell (2005) discussed dimensions of workplace fun such as, celebrating at work, personal freedom, socializing with co-workers. Allameh, et al., (2012) recognized seven dimensions of job performance which includes ability, clarity, help, incentive, evaluation, validity and environment.

**2.2 Theoretical Model and Hypothesis**

**Independent variables**

**Dependent variable**



**2.3 Hypotheses**

- H1:** Workplace fun leads to high employee’s performance
- H1a:** Socializing with coworkers’ leads to high employee performance
- H1b:** Celebrating at work’ leads to high employee’s performance
- H1c:** Personal freedom’ leads to high employees performance
- H2:** Impact of workplace fun is different among male and female teachers working in universities of Pakistan.
- H3:** Impact of workplace fun is different among teachers of public and private sector universities in Pakistan.

**3 METHODOLOGIES**

The target population is university teachers in management science department. Total management science faculty members are 2,500. For every population of 2500, there is sample size of 333 and is believed to be enough. Stratified sampling method has been carried out for this study. In this study there are four provinces and one federal area, therefore five strata’s are made, In this study disproportionate stratified sampling method is used to make further analysis among different subsets and these subsets are public and private universities male and female teachers. Items of workplace fun are adopted from study of McDowell, 2005 while items of employees performance are taken from the study of Roathman, 2003

**4 RESULTS**

**Table 1 Result of regression analysis**

Model	unstandardized coefficient B	standardized coefficient beta	t	sig.
Constant	1.116		5.861	.000
WPF	.324	.299	4.752	.000
R		0.631		
R – Square		.398		
F		92.768 (.000)*		

a: dependent variable employees performance b: (\*) shows significance

While interpreting results, (F=92.768, P<0.05) indicates that overall model is statistically significant. The regression coefficient received on WPF is (Beta=.324) which is statistically significant leads to increase in employees performance. So hypothesis H1 is accepted. So it is better to say that workplace fun is accountable to bring 32% change in performance of iniversity teachers working in Pakistan.

#### 4.1 Multiple regressions

**Table 2. Result of multiple regressions**

Model	unstandardized coefficient		standardized coefficient	t	sig.
	B	Std error	beta		
Constant	1.077	.175		6.116	.000
Socializing With Coworkers	.032	.093	.039	.344	.731
Celebrating at Work	.134	.040	.613	3.353	.001
Personal freedom	.119	.033	.177	3.605	.000
R	0.731				
R- Square	.535				
F	39.158 (.000)*				

Interpreting the results as (F=39.158) and p value is also significant which is less than 0.05. This show that overall model is statistically significant. Value of F statistics describes the overall fit of the model. The regression coefficient of socializing with coworkers beta is .032 and which is also non-significant, so hypothesis 1a and is therefore rejected. Hypothesis 1b is accepted, which states that celebrating at work would lead to greater employee's performance; the regression coefficient of Celebrating at work is .134 that shows that celebrating at work is responsible for bringing 13% variations in employee's performance. Hypothesis 1c is also acceptable having significant value is less than 0.05 regression coefficient of PF is .119 which indicates that one degree increase in Personal freedom leads to 12% increase in performance of university teachers among Pakistan

#### 4.2 Independent sample t-test

**Table 3. Independent sample t test for gender**

Leven's test for equality of variance			t- test for equality of mean	
WPF	F	Sig,	t – two tailed	df
Equal variance. assumed	3.840	0.05	.150	282
Equal variance Not assumed			.150	279.00
<b>EP</b>				
Equal variance Assumed	9.170	.002	.022	282
Equal variance Not assumed			.022	266.32

Information presented in table shows significant difference between male and female teachers working in management science department of universities in term of WPF and employees performance. It depicts that female's are more influenced by their surroundings than male

**Table 4 Independent sample t- test for sector**

Leven's test for equality of variance			t- test for equality of mean	
<b>WPD</b>	<b>F</b>	<b>Sig,</b>	<b>t – two tailed</b>	<b>df</b>
Equal variance. assumed	.121	.729	.713	.282
Equal variance Not assumed			.713	279.050
<b>EP</b>				
Equal variance Assumed	.050	.824	.714	282
Equal variance Not assumed			.714	280.629

This table shows the difference among the university teachers of public and private sector. According to the results, it is interpreted that impact of WPF is same in public as well as private sector universities of Pakistan, employee's performance of public and private university teachers is approximately same

## 5 DISCUSSIONS AND CONCLUSION

Current study is based on the relationship of independent and dependent variables and the purpose of study is to check the relationship of workplace fun with employee's performance among university teachers of Pakistan. Different dimensions are found in literature and selected to explain the concept of workplace fun. Workplace fun contains the dimensions, which are socializing with coworkers, celebrating at work and personal freedom. In this study it is concluded that work place fun leads to high employees performance of university teachers in Pakistan therefore H1 is accepted. Then results shows that celebrating at work and personal freedom would leads to high employees' performance, so H1b and H1c is accepted. Study found that female university teachers are more influenced by workplace fun than male, we can say that the performance of female university teachers are high than male university teachers of Pakistan, so H2 is accepted. At the end, study reveals that WPF is same among private sector universities than public sector universities of Pakistan so H3 is rejected.

### 5.1 Limitations and future research direction

Sample size for the current study was limited; responses are taken only from the university teachers of management science department, another limitation of the study is about the data collection tool adopted, questionnaire was used due to limited time period. . On the other hand, study is specifically based on education sector of Pakistan; only one industry is catered because of limited time and budget.

Despite this in depth analysis of employees performance and workplace fun there are still some areas that need to be studied in more details. Teachers from other departments may have difference in their response regarding these concepts. Therefore the study can be extended to all other departments. Findings can be further enhanced by cross comparison among different industries on related concept

## REFERENCES

1. Allameh, S. M., Sadr, M. M., & Ghafari, M. (2012) Studying the Relationship between Entrepreneurial Dimensions and Job Performance (The Case of University of Isfahan' Employees). *International Journal of Academic Research in Business and Social Sciences*, 2(6), 490-468.
2. Baker, T. L., Cronin Jr, J. J., & Hopkins, C. D. (2009). The impact of involvement on key service relationships. *Journal of Services Marketing*, 23(2), 114-121
3. Ching, C. Y. I. Y. H. (2010). *Workplace Fun and Job Satisfaction: the Moderating Effects of Attitudes toward Fun* (Doctoral dissertation, Hong Kong Baptist University Hong Kong).
4. Collins, C. J., & Smith, K. G. (2006). Knowledge exchange and combination: The role of human resource practices in the performance of high-technology firms. *Academy of management journal*, 49(3), 544-560.
5. Cooper, C. (2008). Elucidating the bonds of workplace humor: A relational process model. *Human Relations*, 61(8), 1087-1115.
6. Cook, K. (2009). *Fun at Work: Construct Definition and Perceived Impact in the Workplace*. Griffith University.
7. Dickson-Swift, V., James, E. L., Kippen, S., & Liamputtong, P. (2009). Researching sensitive topics: qualitative research as emotion work. *Qualitative Research*, 9(1), 61-79.
8. Fleming, P., & Sturdy, A. (2009). "Just be yourself!": Towards neo-normative control in organizations?. *Employee Relations*, 31(6), 569-583.
9. Fluegge, E. R. (2008). *Who put the fun in functional? Fun at work and its effects on job performance* (Doctoral dissertation, University of Florida).
10. Jacobs, J. A., & Winslow, S. E. (2004). The academic life course, time pressures and gender inequality. *Community, Work & Family*, 7(2), 143-161.
11. Karl, K., & Peluchette, J. (2006). How does workplace fun impact employee perceptions of customer service quality?. *Journal of Leadership & Organizational Studies*, 13(2), 2-13.
12. Karl, K. & Harland, L. (2005). What's fun and what's not: An examination of age, gender differences, and attitudes towards fun activities at work. *Proceedings of the Midwe Academy of Management 2005 meeting*, Chicago, IL.
13. Miller, A. M. (2005). *Fun in the workplace: Toward an environment-behavior framework relating office design, employee creativity, and job satisfaction* (Doctoral dissertation, University of Florida).
14. Oowler, K., & Morrison, R. (2012). A Place to be me, A Place Belong: Defining Fun at work in a New Zealand Call-Centre. *New Zealand Journal of Human Resource Management*, 12(1), 22-33.
15. Patel, B., and Desai, T. (2013). Effect of Workplace Fun on Employee Morale and Performance. *International Journal of Scientific Research*, 2(5), 323-326.
16. Tews, M. J., Michel, J. W., & Bartlett, A. (2012). The fundamental role of workplace fun in applicant attraction. *Journal of Leadership & Organizational Studies*, 19(1), 105-114.
17. Tytherleigh\*, M. Y., Webb, C., Cooper, C. L., & Ricketts, C. (2005). Occupational stress in UK higher education institutions: A comparative study of all staff categories. *Higher Education Research & Development*, 24(1), 41-61.
18. Houston, D., Meyer, L. H., & Paewai, S. (2006). Academic staff workloads and job satisfaction: Expectations and values in academe. *Journal of Higher Education Policy and Management*, 28(1), 17-30.