

## WORKPLACE FUN AS DETERMINANT OF TEACHERS' PERFORMANCE IN PAKISTANI UNIVERSITIES

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*ABSTRACT* Supporting environment provided to employees ensures 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 as a result organizations cannot afford to waste the potential of their work force. It is more important for the organizations to focus on enhancement of the performance of workers in order to survive in competitive market. High performing workers are the pillars of the organizations. Companies use different techniques and strategies in order to boost the abilities of their employees.

In service industry, customer satisfaction usually depends upon the performance of employees. Researchers highlight different approaches to enhance employees performance, such as employees empowerment (Lashely, 2001), 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)

Cooper (2008) indicates workplace fun as encouraging event, it also helps to create positive working environment and increase employee's performance. According to business writers fun in the work place is important for enhancing employees' motivation and productivity, trimming down stress (Patel & Desai, 2013).

Current study is concerned about people working in universities of Pakistan Universities strive to satisfy their workforce (teachers) because they directly impact the overall performance of university.

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 not only lead to damaged employee's quality of work but also effects organization performance (Collin & Smith, 2006). The study explores the impact of workplace fun on employee's performance.

**1.1. Knowledge gap** This study will provide theoretical support on concept of workplace fun in order to understand the importance of workplace fun and realize that its desirable solution is to let go of the problems. This will be essential in countries like Pakistan to those explore reasons that result in low quality in education sector. Chan (2010) introduces a typology of workplace fun activities. In his typology fun involves staff- oriented activities which involve personal milestones or celebration such as birthdays, marriage and celebrations of some other events, these activities are important for the process of socializing at work and also helpful to increase the employees' morale, job satisfaction and performance. Supervisor oriented activities involves such gatherings after work, with supervisor these gatherings enhance collaboration among employee as well as these activities are also supportive in context of supervisor by providing open feedback. Next comes social oriented activities such as picnics, holiday parties etc. These type of activities enhance teams work and support group cohesiveness. The strategy oriented activities are, celebration that involves outstanding performance, family friendly policies etc these activities are important for employees to work harder for achievements and are highly motivated to participate in organizational life, balance in work and family life. No study up to researcher's knowledge has been found on workplace fun in Pakistani scenario. Therefore this study has been done in context of Pakistani culture.

### **1.2. Problem statement**

Current study examines **“the impact of workplace fun on employees Performance among university teachers in Pakistan”**.

### **1.3. Objectives of the study**

This study focused on achieving the objectives listed below;

- 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 universities of Pakistan.

**1.4. Significance of the study** Current study is being done in the context of Pakistani universities; the findings of this study will be beneficial for the education institutions of Pakistan, especially universities of Pakistan. By identifying the contribution of variable, such as workplace fun towards employee's performance, present study will help the organizations in education sector and also will provide them with a reason to properly manage workplace fun in order to boost the performance of their employees in this competitive era. In this way, service organizations encourage fun activities to promote the quality of their services. In context of Pakistan, issues related to human resource management are mostly ignored (Sajid & Masud, 2002). In general, it is being observed that in most of the organizations HR department does not even exist. To fill this gap it is important for research scholars to realize the importance of human resource management. Current study is focuses on important issues of human resource, which is related to physical environment of workplace.

According to Ramllal (2003) people want to stay in organizations that provides better working environment because people working in those organizations feel that they are valued here and are difference than other employees. This study provides plan to get better working environment, so that their level of performance related to work increases.

## **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 promoted as a key element for productive environment (Karl & Peluchette, 2006). Research shows that having fun in the workplace can improve productivity and performance (Owler &

Morrison, 2012). Fun at workplace is pleasing and is even considered as a significant factor for letting go of the problems and worries of everyday working life. Fun comes with cheerfulness and happiness and it is said that happy workers are productive workers, employees must be productive at their workplaces and workplace fun makes them productive workers (Patel & Desai, 2013).

Plato believed that life should be lived as play. Weinstein, the idea of laughter, play fun are an essential part of life. It is also suggested that benefits of workplace fun is more than its cost. Ching (2010) identified two main categories of workplace fun such as the tangible and intangible nature of workplace fun. In tangible fun, fun activities having physical existence like games etc. Many writers had suggested different fun activities in workplace. Motivate and energize staff with activities like games, contests. Some typical activities also exists in work places like bringing food, give awards to outstanding staff, form a committee for some funny activities. In tangible fun, those activities are involved that have no physical existence, like friendly environment of workplaces, feeling of affection, good coworker's relationship. Rigby (2012) had done interview from some employees of working in service industry found that it would be more difficult to release stress without laugh. Numerous research studies indicate positive effect of fun at work (Karl & Peluchette, 2006; Peluchette & Karl, 2005) these studies found that workplace fun leads to greater job satisfaction and show strong relationship for individuals, placing high value to workplace fun.

When people experience fun at their workplaces, they are more motivated and energized. They get along with better performance, provide better customer services, facing less stress and having less absenteeism (Meyer, 1999)

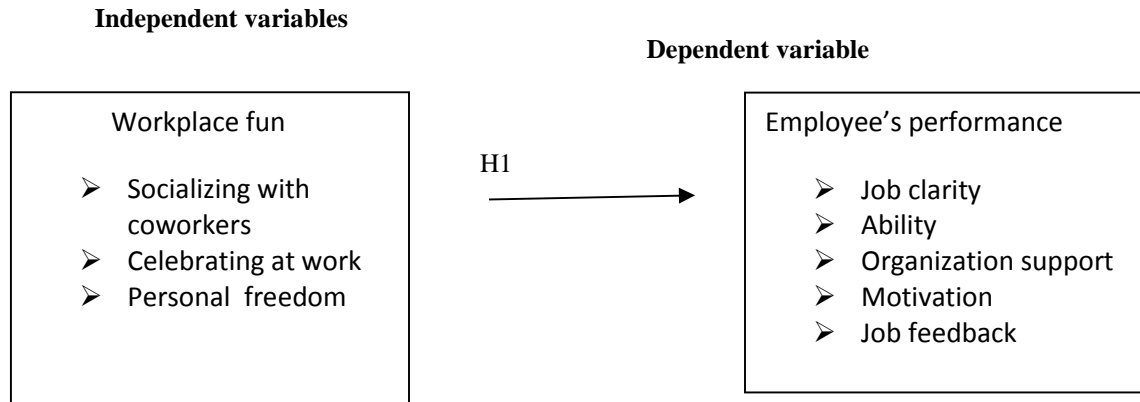
Fun activities have strong impact on productivity and attitude of individual and groups (Tews, et al., 2012). Fun at workplace is conducive to productivity (McDowell, 2005). Some people feel that workplace fun damage the reputation of organizations, while as on the other hand employees feel that fun in workplace enhance employee's morale and productivity (Patel & Desai, 2013).

Workplace fun increases job satisfaction but it depends upon individual preferences or attitude towards fun, employees who have positive attitude towards workplace fun having strong relationship between workplace fun and job satisfaction (Ying, 2010). 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).

According to Karl and Harland (2005) majority of workers prefer social fun activities such as company wide outing and other social activities, they also argues that individuals with positive attitude towards workplace fun are more productive than individuals having negative attitude towards workplace fun.

Fun is a multi-dimensional concept, different fun activities has been discussed across the studies. Ford, McLaughlin, and Newstorm (2003), Peluchette and Karl (2005) discussed formal fun activities such as contests, games, gift exchange, awards, food sharing, refreshments and companywide outings. In conclusion Fluegge (2008) and McDowell (2005) discussed dimensions of workplace fun such as, celebrating at work, personal freedom, socializing with co-workers and global fun activities. Socializing is a sign of fun interaction with co-workers, celebrating reflects formal fun activities, personal freedom means having freedom to fun at work such as informal dress code, global fun includes whether workplace fun in general is a fun place to work. Allameh, et al., (2012) recognized seven dimensions of job performance which includes ability, clarity, help, incentive, evaluation, validity and environment.

**2.2. Theoretical Framework and Hypothesis** In some cases employees are supported to engage in behavior of personal freedom, it seems that they would fully engage, if they have less constraints or formalities in workplaces (Fleming & Sturdy, 2009) workplace fun includes activities that have sense of excitement consider as break from usual routine e.g., BBQ cooked by management on casual Friday, other informal gathering, going to picnics with colleagues, personal freedom, socializing with coworkers, celebrating personal events such as birthdays, marriages and celebrations on achievements. (Owler & Morrison, 2012). Therefore in this study following dimensions are used to explain WPF such as socializing with coworkers, celebrating at work and personal freedom (Fluegge, 2008).



### 2.3. Hypotheses

Following hypothesis are developed on the basis of relationship among variables.

**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. Methodology** As the present study wants to identify the relationship of workplace fun on employee's performance among university teachers of Pakistan, the target population is university teachers in management science department. According to the latest figure of Pakistan's higher education commission (HEC).Total management science faculty members are 2,500. (Official website of higher education commission, 2013). for every population of 2500, there is sample size of 333 and is believed to be enough. Therefore for the purpose of analyzing and interpreting research problem and to test the hypothesis, total number of 333 respondents are chosen as sample size.

Stratified sampling method has been carried out for this study. Researchers suggest stratified sampling, when population is very diverse among different region, for instance among provinces.

For the present study, stratification is made on the basis of provinces of Pakistan. In this study there are four provinces and one federal area, therefore five strata's are made, university teachers in Punjab are found to be 760 in management science department,695 in Sindh,450 in KPK, whereas 113 in Baluchistan and 482 teachers are found in management science department of universities in federal area. Disproportionate stratified sampling technique should be used or recommended when we require comparisons among strata of different sizes. Equal allocation is important for disproportionate sampling. 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, by using this technique we can compare the performance of public and private sector universities and could also measure the performance of male and female university teachers with respect to workplace fun





**4. Results** Regression analysis technique was employed by using ordinary least square method. It seems appropriate to analyze the effect of workplace fun with performance of university teachers.

**Table 4.1**  
**Result of regression analysis**

| Model    | Unstandardized Coefficient |           | Standardized coefficient | t     | sig  |
|----------|----------------------------|-----------|--------------------------|-------|------|
|          | B                          | Std.error | beta                     |       |      |
| Constant | 1.116                      | .190      |                          | 5.861 | .000 |
| WPF      | .324                       | .068      | .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. It leads to acceptance of hypothesis 1. 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**

Multiple regressions is basically the extended form of simple liners regression. In this model we want to check the relationship of dependent variable employee’s performance with the dimensions of WPF such as socializing with co-workers, celebrating at work, personal freedom

**Table 4.2**  
**Result of multiple regressions**

| Model | Unstandardized Coefficient |            | Standardized coefficient | t | sig |
|-------|----------------------------|------------|--------------------------|---|-----|
|       | B                          | Std. error | beta                     |   |     |

|                            |                |      |      |       |      |
|----------------------------|----------------|------|------|-------|------|
| Constant                   | 1.077          | .175 |      | 6.166 | .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 4.3**  
*Group statistics*

| Frequency distribution of respondent Regarding male and female university teachers |        | N   | Mean   | Std. deviation | std. error |
|--|--------|-----|--------|----------------|------------|
| WPF  | Male   | 143 | 3.5932 | .39715         | .03321     |
|  | Female | 141 | 3.6575 | .35289         | .02972     |
| EP   | Male   | 143 | 3.5974 | .45327         | .03790     |
|  | Female | 141 | 3.7077 | .3487          | .02937     |

*Source:* Survey data

**Table 4.4**  
**Independent sample t-test for gender**

|                    |                              |
|--------------------|------------------------------|
| Levence's test for | t- test for equality of mean |
|--------------------|------------------------------|



|     |                            | Equality of variance |      | T (two Tailed) | df     |
|-----|----------------------------|----------------------|------|----------------|--------|
|     |                            | F                    | sig. |                |        |
| WPD | Equal variance assumed     | 3.840                | 0.05 | .150           | 282    |
|     | Equal variance not assumed |                      |      | .150           | 279.00 |
| EP  | equal variance assumed     | 9.714                | .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 4.5**  
**Group statistics of public and private sector**

| Frequency distribution of respondent Regarding male and female university teachers |         | N   | Mean   | Std. deviation | std. error |
|--|---------|-----|--------|----------------|------------|
| WPF  | Public  | 139 | 3.6335 | .38860         | .03296     |
|  | Private | 145 | 3.6170 | .36579         | .03038     |
| EP   | Public  | 139 | 3.6612 | .41593         | .03528     |
|  | Private | 145 | 3.6435 | .40113         | .03331     |

**Table 4.6**  
**Independent sample t- test for sector**

| Levene's test for Equality of Variance | t- test for equality of mean |    |
|--|------------------------------|----|
|  | T (two                       | df |

|                                       | F    | sig. | Tailed) |         |
|---------------------------------------|------|------|---------|---------|
| Equal variance assumed                | .121 | .729 | .713    | 282     |
| <b>WPF</b> Equal variance not assumed |      |      | .713    | 279.050 |
| <b>EP</b> equal variance assumed      |      |      |         |         |
| Equal variance not assumed            | .050 | .824 | .714    | 282     |
|                                       |      |      | .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. Discussion and Conclusion** As we are well aware of the employee's performance is the most important subject for organization or organization's reputation. There are many factors that are responsible to increase or decrease in performance of employees. Results of the current study are similar with study of Patel & Desai, 2013; Fluegge, 2008; Cook, 2008 showing that employees' performance is positively related with workplace fun.

With respect to the workplace fun, results draw some conclusions. The first conclusion states that workplace fun has a positive impact on performance of university teachers, secondly, with three dimensions of workplace fun in this study, two dimensions of WPF such as celebrating at work and personal freedom leads to greater performance of university teachers, thirdly, activities of workplace fun is almost same in all provinces of Pakistan but performance differs among province of Punjab, Sindh and KPK. Fourthly, it is also concluded that WPF is same among public and private sector universities of Pakistan. Lastly results shows that female university teachers have more workplace fun than male university teachers.

Firstly, Workplace fun demonstrates similar results with previous research. Workplace fun was positively related to employees' performance. Workplace fun is positive concept and spreads positive feelings, different studies had found the positive fallings of workplace fun such as increase in job satisfaction, employees engagement, positive employees behavior, increase in employees performance, loyalty and also leads to a positive organization culture (Fluegge, 2008; In & Ching, 2010; Patel & Desai, 2013). According to these results and in the light of previous researches, we can say that in this age of competition, if universities management focus on workplace fun activities and keep work environment happy, then they can enjoy the fruits of better employee's performance. It is a fact that work environment is rapidly changing, due to which universities are now being more active and explosive (Stace & Dunphy, 2001)

In the study results of Fluegge (2008), it is interpreted that socializing with coworkers, celebrating at work and personal freedom are the important elements of WPF. But this study shows that celebrating at work and personal freedom are the important elements of workplace fun. Happiness theory supports the results, according to this theory some factors are responsible for individual happiness at work one of these factor is autonomy, and employees have autonomy to choose or set their time scale and also have autonomy to choose the technique of doing work. So we can say that it is important to organize such activities that promote enthusiasm of celebrations at work and also allow employees freedom at work place, allow to take breaks from work to relax their mind for better employees performance Miller (2005), defines workplace fun as enjoyment of job, friendship with employees, autonomy from rigid culture.

Study also concluded that WPF almost remains same in public as well as private sector universities having same performance. All public and private universities are regulated by HEC, and mostly same practices are followed in universities of Pakistan

Lastly according to the results, female university teachers are more influenced by WPF than male and their performance also increase than male teachers. Study found that females are more interested in profession of teaching than male because of flexibility of time and place, which results in greater performance as compared to male teachers (Nisar, 2005), this result shows the similarity with study of Miller (2005), workplace fun becomes the source of increase in productivity,

greater job satisfaction and lowers the level of stress among female workers, so it is said that female employees are more influenced from workplace fun than male employees.

**5.1. 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.

**5.2. Suggestion** According to the results of this study, workplace fun has positive impact on performance of teachers consequently, therefore it is suggested to management of universities to uphold such activities that are not exclusively associated to work but have strong impact on performance, place some informal activities at workplace, such as celebrating diverse occasions, parties at work and also provide them personal freedom to reduce their workloads, whereas the result will be healthier. It is also suggested to employees to get involve themselves or support fun activities at workplaces for superior performance.

**5.3. 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 concepts.

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