

The Effects of Workplace Fun on Work Engagement among College Teachers

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ABSTRACT

The purpose of this study is to explore the effects of workplace fun on work engagement among college teachers. An empirical study conducted among the 200 college teachers in Thrissur District, Kerala. Purposive sampling method under non probability sampling technique was adopted for selecting samples for this study. Questionnaire survey was conducted for data collection. The major findings were workplace fun have both positive and negative effect on the work engagement of college teachers. Socialising with co-workers and Personal freedom at work have positive effect on factors like cognitive, emotional and social work engagement while celebration at work has positive effect on emotional work engagement and negative effect on cognitive and social work engagement of teachers. Authorities of colleges are major beneficiary of findings of this study. They will get a clear picture about the current pulse of workers regarding the effects of workplace fun on work engagement experienced by the college teachers.

Keywords: Workplace Fun, Work Engagement.

Introduction

Workplace fun and work engagement is a new concept to boost this area. It's obvious that fun creates an intimacy and bond among humans and the same appreciates the employees. Irrespective of ranks and degrees of the employees not only creating healthy relationships, fun and entertainment can stimulate the creativity impulses which are keys to the attainment of goals. It is very important for the employees to enjoy the work they do. It helps to reduce the fatigue as well as absenteeism. It helps to reduce the tension, stress and helps to have better co-ordination, better morality and to build a trust in relationship among the employees.

Workplace fun is defined as: "playful, social, interpersonal, recreational, or task activities intended to provide amusement, enjoyment, or pleasure" (Lamm& Meeks,2009).

Work engagement is most often defined as "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption"(Schaufeli, W.B., Salanova, M., Gonzalez-Roma, V. and Bakker, A.B. (2002))

Work engagement is the "harnessing of organization member's selves to their work roles: in engagement, people employ and express themselves physically, cognitively, emotionally and mentally during role performances". Three aspects of work motivation are cognitive, emotional and physical engagement.

Review of earlier studies related with Workplace Fun and Work Engagement

A study conducted by Sakr C.,et.el(2019), worked a study on "The impact of implementing fun activities on employee's engagement: The case of Lebanese financial institutions" to ascertain the impact of implementing fun activities on employee engagement at Labanese financial institutions. For the purpose of quantitative analysis, had conducted a semi structured interview among 5 managers and 20 employees within 5 financial institutions and banks. End of the study reveals that regardless of financial satisfaction workplace fun can help in increasing the level of work engagement in organisation.

Kara., et.al(2018) practiced a study on “Work hard, play hard: Leisure satisfaction and work engagement among Turkish women” in order to examine the work engagement and leisure satisfaction in Turkish women with regard to recreational physical activity participation and marital status and also to understand the relationship between age and work experience on work engagement and leisure satisfaction. The result shows statistically significant difference in all sub-dimensions of UWES and LSS between single and married participants. Single participants having higher mean score than the other. There shows a statistically significant difference in “vigor” and “dedication” sub-dimensions of UWES, and in all sub-dimensions of LSS regarding to recreational physical activity participation. Mean score of physically active women are higher than the non-active group.

RoslizaMdZani., et.al (2017)made a study on topic “The influence of workplace fun on job outcomes: a study among different generations of academicians.” The study is to investigate how workplace fun of academicians in UITM Kedah influence their job outcomes and hoe different generation responds to workplace fun which at the end affect their job outcome .Among 312 population 169 responded for the questionnaire .Tool used for analysis is SPSS 21 and analysis done as frequency distribution, descriptive analysis, correlation and regression. The study produced the result that all generational cohorts agreed generally workplace fun affects job outcome and also showed a difference where workplace fun does not have a significant relationship with job satisfaction.

Tong Wall., et.al (2017) done a study on “Positive emotion in workplace impact: The case of a work based learning project utilizing appreciative inquiry” .Aim of the study is to access the involvement of positive emotions in generating workplace impact and analyse it through the application of an adapted appreciative enquiry process in the purposeful work project which is promoting integrated working under challenging organizational belongings. The study had produced findings such utilization of appreciative inquiry in the context of an adapted work based project in difficult organizational circumstances generated positive emotions manifest through a compelling vision and action plans.

Simon C.H., et.al (2016) made a study on “Have you experienced fun in the workplace? An empirical study of workplace fun, trust-in-management and job satisfaction” for the purpose of examining the relationship between workplace fun, trust-in-management, employee satisfaction and analysing whether the level of fun experienced at work moderates the effects .The study was observed among 240 frontline staff in large scale retail store in Hong Kong. Findings on the study explains trust in management mediates the relationship between workplace fun and employee job satisfaction .It also finds employees who experience high level of fun in the workplace have a greater effect on workplace fun, trust in management and job satisfaction.

Mohd Fazil Jamaludin., et.al (2016) conducted a study on “Relationship Between Fun at Work and Work Engagement for analyzing the relationship between fun at work and work engagement”. The purpose of the study is to examine the relationship between fun at work and work engagement and to identify fun at work that occurs at workplace. The study found out that higher mean score obtained for social work with coworkers and lowest for personal freedom. It also states higher the increase of work fun increases work engagement among employees.

Barbara Plester and Ann Hutchison (2016)designed to organise a study on “Fun times: the relationship between fun and workplace engagement” to examine the relationship between fun and workplace engagement using three different forms of workplace fun; managed ,organic and task fun .Ethnographic approach is used. Qualitative data are collected from four different organisations within different industries of New Zealand such as Law firm, financial institutions,an IT company and utility service provider. Semi structured interview has been conducted among 59 workers on which 15 originating from 4 each organisation and a full time worker spent within each company. Results of the study finds

relation of fun and engagement concepts .Some of workplace fun offers individual employees a refreshing break .It may create positive effect which results in greater workplace fun and task engagement.

BusraMuceldili and OyaErdil (2016) conducted a study on “Finding fun in work: The effect of workplace fun on taking charge and job engagement”. It had been done to examine the advance awareness of fun in workplace and encourage more research that examines the beneficial aspect of fun for employees and team in organisation. Samples of 195 employees who worked under a supervisor in Istanbul and Kocaeli for the test of empirical model was chosen. Model such adapted is Structural Equation Modelling (SEM) analysis using AMDS. Positive findings of the study be noted as for the fun, provide change oriented voluntary behaviour and job engagement where employees perceive manager support for fun. They will be motivated about constructive changes in their workplace and challenges with status quo rather supporting status quo.

Tayyaba Rashid., et.el (2015) explored a study on “Workplace fun as determinant of teachers performance in Pakistani Universities” to examine the relationship of workplace fun and teachers performance working in university of Pakistan, comparative study of performance among male and female university teachers and also provides a comparison of performance of teachers who works in public and private sector universities of Pakistan. Findings of the study show a positive relation. Performance of female teachers is more than male teachers as the formers are more influenced by work fun. Workplace fun becomes the source of increase in productivity, generates job satisfaction and reduces the stress level of female teachers the study found out.

Statement of the problem and research questions

Having fun is one way of effectively managing and improving employees' emotions. It's also proven to improve teamwork, build trusting relationships and increase employee retention. There are a lot of equipment and machines in an office but employees are not among them. Work engagement is defined as positive behaviour or a positive state of mind at work that leads to positive work-related outcomes. Employees with high levels of work engagement are energetic and dedicated to their work and immersed to their work. Specifically, there is a positive significant relationship between fun at work and work engagement. Thus, as there is room for fun at work, the work engagement will also increase less absenteeism, retain high-quality people, and reduce employee turnover. In the present study, the researcher focuses the effect of socializing with co-workers, celebration at work and personal freedom on cognitive, physical, emotional and social factors of the work engagement of college teachers. This study addressed to the following research question

- *What are the effects of workplace fun on work engagement among college teachers?*

Objectives of the study

- To explore the effects of workplace fun on work engagement among college teachers

Constructs used in the study

Independent Constructs (Workplace fun)

Socializing at Work

According to Taormina, organizational socialization “refers to the way employees interact with and adjust to an organization’s culture.” It is logical to expect that the critical roles somewhere between the ends of the employee needs organizational culture dichotomy are referring to socialization in the organization. In other study conducted by Cooper-Thomas and Anderson, the opportunities for informal socializing such as after-work subsidized drinks

will further the social cohesion can be furthered through in organizations. Moreover, the benefits of friendship and resource networks will expand by providing newcomers with opportunities to work and socialize with colleagues in the organization.

Celebrating at Work

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, S. M., Sadr, M. M., & Ghafari, M. (2012) recognized seven dimensions of job performance which includes ability, clarity, help, incentive, evaluation, validity and environment.

Personal Freedom

According to Maravelias, freedom refers to the potential, wherein the subject becomes entangled with the environment and therefore intimate interaction with the environment is celebrated. It also explains that freedom has been the individuals' capacity to build up a profound self-understanding on the basis of which self-awareness and reflection become possible.

Dependent Constructs (Work engagement)

Cognitive Work Engagement

Cognitive engagement refers to employees' beliefs about the company, its leaders and the workplace culture. The emotional aspect is how employees feel about the company, the leaders and their colleagues. It also refers to engaging in effortful tasks with purposiveness and strategy use, making cognitive investment in learning, and engaging in metacognition and self-regulated learning.

Physical Work Engagement

Physical engagement is based on the amount of exertion an employee puts into his or her job. Physically engaged employees view work as a source of energy. Emotionally engaged employees have a positive job outlook and are passionate about their work.

Emotional Employee Engagement

Employee engagement is the emotional commitment the employee has to the organization and its goals. They don't work just for a paycheck, or just for the next promotion, but work on behalf of the organization's goals. When employees care when they are engaged they use discretionary effort.

Social Employee Engagement

Socialization in the workplace can help to create camaraderie, break down hierarchical boundaries and foster friendships that help drive employee engagement. For many years, socialization in the workplace was a way to help employees 'let their hair down' after a long week.

Formulation of hypotheses

This study has nine hypotheses. As Bolton and Holihan (2009) noted management scholars tend to investigate workplace fun for enhancing employee involvement and empowering recently. Additionally, number of studies shows that workplace fun has positive effect on employee engagement in organizations (Plester, 2009). However, Plester (2016) indicated there is a gap in the literature that demonstrated the link between fun and engagement empirically. Nevertheless, their study has investigated the relationship between fun and engagement through qualitative data.

H1 : Socializing with co-worker has a positive effect on cognitive work engagement

H2 : Socializing with co-worker has a positive effect on emotional work engagement

H3 : Socializing with co-worker has a positive effect on social work engagement

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).

H4 : Celebration at workplace has a positive effect on cognitive work engagement

H5 : Celebration at workplace has a positive effect on emotional work engagement

H6 : Celebration at workplace has a positive effect on social work engagement

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).

H7 : Personal Freedom has a positive effect on cognitive work engagement

H8 : Personal Freedom has a positive effect on emotional work engagement

H9 : Personal Freedom has a positive effect on social work engagement

Significance of the study

Workplace fun leads to positive work engagement which can ultimately effect the personal life of employees as well as the organisational goal. So it is necessary to identify the forms of workplace fun and its effect on work engagement and productivity of the employees. This study reveals various factors that lead to workplace fun and its effects on their work engagement of the college teachers. Therefore this study is very significant.

Research Methodology

Both primary and secondary data are used for the purpose of the study. Primary data for the study collected through questionnaire survey from college teachers of different aided colleges in Thrissur District by using Google form and direct questionnaire. Secondary data collected by published sources of information from books, journals, websites, magazines and profiles etc. Questionnaire is used to collecting the data. Questionnaire is constructed by the comprehensive review of literatures, expert's opinions and previous studies. Likert 5 point types questions are mainly used for this study. Non probability sampling technique is used. Purposive sampling method is used. Sample size is 200. Respondents of the questionnaire of this study are female aided college teachers of aided colleges in Thrissur District, Kerala.

Tools for data analysis

For analysis and interpretation of collected data, Co-variance Based Confirmatory Factor Analysis and Structural Equation Modeling Techniques (CB-CFA & SEM) were used.
Confirmatory factor analysis (CFA)

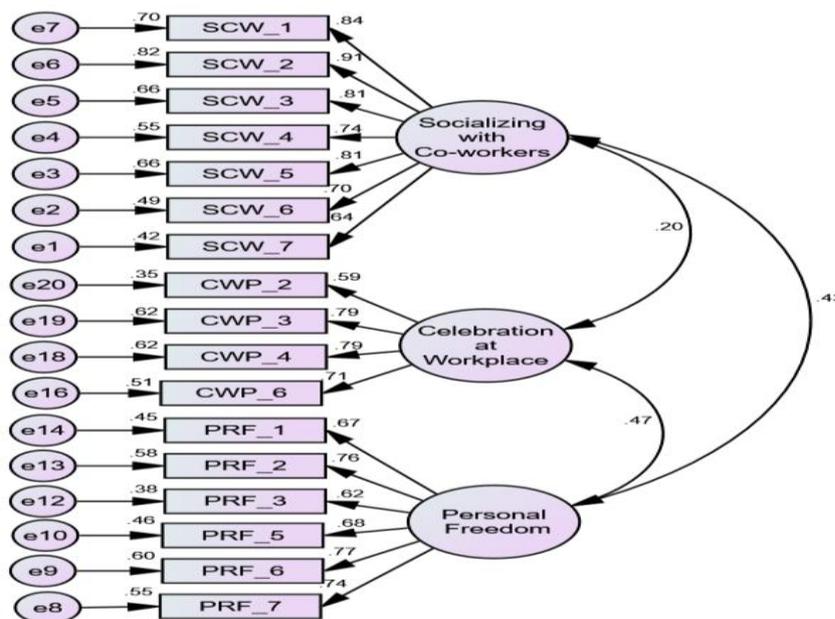


Figure 4.1: Confirmatory Factor Analysis for Workplace fun constructs

Table 4.1: Model fit indices for Workplace fun constructs

ATTRIBUTES	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	2.327	0.000	0.931	0.921	0.932	0.054
Recommended value	Acceptable fit [1-5]	Greater than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Less than 0.08
Literature support	Hair et al., (1998)	Barrett (2007)	Hair et al. (2006)	Hair et al. (2006)	Hu and Bentler (1999)	Hair et al. (2006)

Table 4.1 represents the CFA model fit indices to assess the overall model fit. The value of Chi-Square to the degrees of freedom ratio for an acceptable model should be less than 5. In this case, the value is 2.327 which is very well within the suggested maximum value. The RMSEA score is 0.054, well below the accepted threshold score of 0.08. Moreover, the GFI and AGFI values are above 0.9 and CFI is above 0.9 for which 1.0 indicates exact fit. Thus, the model is a good fit and can be considered for further analysis.

Table 4.2: Final Reliability and Validity for Workplace fun constructs

Constructs	Item code	Factor loading	Cronbach's Alpha Final	AVE	Composite Reliability
Socializing with Co-workers(WFSC)	WFSC 1	0.84	0.915	0.614	0.917
	WFSC 2	0.91			
	WFSC 3	0.81			
	WFSC 4	0.74			
	WFSC 5	0.81			
	WFSC 6	0.70			
Celebration at Work	WFCW 1	0.59	0.764		0.814

(WFCW)	WFCW 3	0.79	0.854	0.525	0.858
	WFCW 4	0.79			
	WFCW 6	0.71			
Personal Freedom (WFPF)	WFPF 1	0.67	0.854	0.503	0.858
	WFPF 2	0.76			
	WFPF 3	0.62			
	WFPF 5	0.68			
	WFPF 6	0.77			
	WFPF 7	0.74			

From Table 4.2 it can be inferred that all the factor loadings are above the threshold level of 0.5 which establishes the item validity of the constructs. The final values of Cronbach's Alpha are found to be greater than 0.7 which confirms the reliability of the variables used to measure the construct. The Composite Reliability values are found to be higher than 0.7 which indicates that all the constructs have high level of internal consistency reliability. The Average Variance Extracted (AVE) values are also found to be above the threshold value of >0.5. Thus, it can be inferred that the constructs have high levels of convergence. As all the parameters meet the prescribed value, the data is appropriate for further analysis and model building. The discriminant validity for Workplace Fun constructs displayed in Table 4.3

Table 4.3: Discriminant Validity for Workplace Fun Constructs

Constructs	Workplace Fun-Socializing with Co-workers	Workplace Fun-Celebration at Work	Workplace Fun-Personal Freedom at Work
Workplace Fun-Socializing with Co-workers (WFSC)	(0.783)		
Workplace Fun-Celebration at Work (WFCW)	0.201	(0.724)	
Workplace Fun-Personal Freedom at Work (WFPF)	0.431	0.472	(0.709)

Table 4.3 displays the square root of AVE values and inter construct latent variable correlations. Values in brackets are square root of AVE scores which should be greater than the inter construct latent variable correlation values to establish non-existence of any relationship. From the above table, it can be inferred that no relationship exists among the constructs and discriminant validity for the workplace fun construct is established in the class is the least influencing factor.

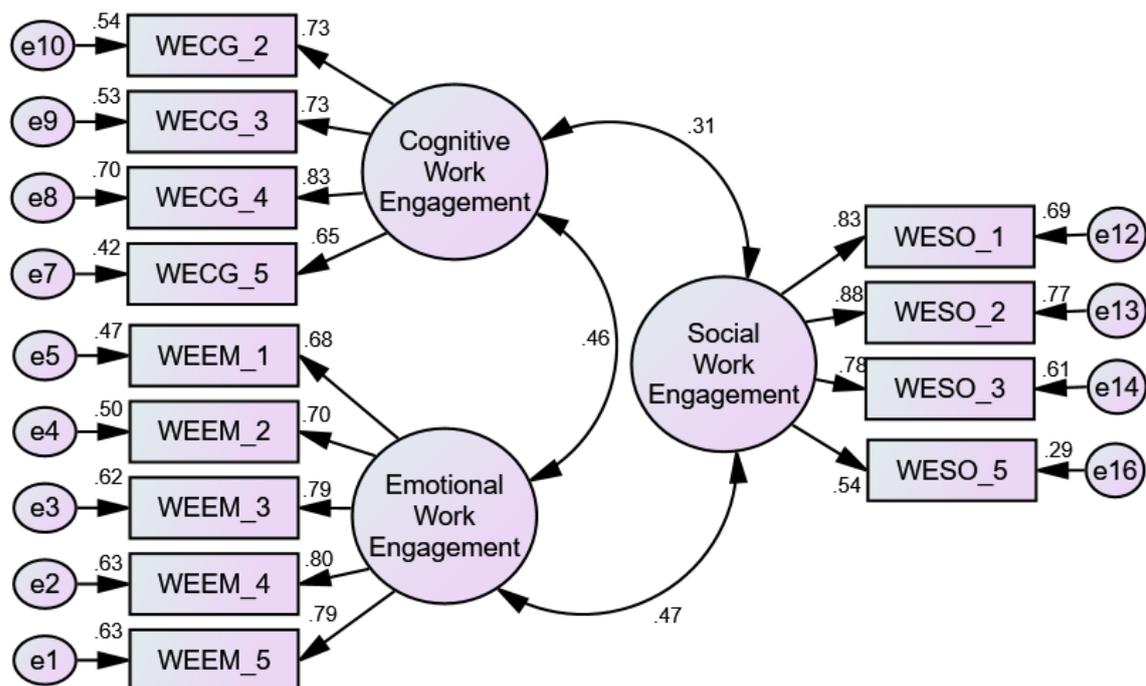


Figure 4.2 Confirmatory Factor Analysis for Work Engagement constructs

Table 4.7: Model fit indices for Work Engagement constructs

ATTRIBUTES	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	2.117	0.000	0.961	0.954	0.978	0.034
Recommended value	Acceptable fit [1-5]	Greater than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Less than 0.08

Table 4.7 represents the CFA model fit indices to assess the overall model fit. The value of Chi-Square to the degrees of freedom ratio for an acceptable model should be less than 5. In this case, the value is 2.117 which is very well within the suggested maximum value. The RMSEA score is 0.034, well below the accepted threshold score of 0.08. Moreover, the GFI and AGFI values are above 0.9 and CFI is above 0.9 for which 1.0 indicates exact fit. Thus, the model is a good fit and can be considered for further analysis

Table 4.8: Final Reliability and Validity for Workplace fun constructs

Constructs	Item code	Factor loading	Cronbach's Alpha Final	AVE	Composite Reliability
Cognitive Work Engagement (WECG)	WECG 2	0.73	0.824	0.547	0.826
	WECG 3	0.73			
	WECG 4	0.83			
	WECG 5	0.65			
Emotional Work Engagement (WEEM)	WEEM 1	0.68	0.866	0.571	0.867
	WEEM 2	0.70			
	WEEM 3	0.79			
	WEEM 4	0.80			

	WEEM 5	0.79			
Social Work Engagement (WESO)	WESO 1	0.83	0.835	0.592	0.849
	WESO 2	0.88			
	WESO 3	0.78			
	WESO 5	0.54			

From Table 4.8 it can be inferred that all the factor loadings are above the threshold level of 0.5 which establishes the item validity of the constructs. The final values of Cronbach's Alpha are found to be greater than 0.8 which confirms the reliability of the variables used to measure the construct. The Composite Reliability values are found to be higher than 0.7 which indicates that all the constructs have high level of internal consistency reliability. The Average Variance Extracted (AVE) values are also found to be above the threshold value of >0.5. Thus, it can be inferred that the constructs have high levels of convergence. As all the parameters meet the prescribed value, the data is appropriate for further analysis and model building. The discriminant validity for work engagement displayed in Table 4.6

Table 4.9: Discriminant Validity for Workplace Fun Constructs

Constructs	Cognitive Work Engagement	Emotional Work Engagement	Social Work Engagement
Cognitive Work Engagement (WECG)	(0.739)		
Emotional Work Engagement (WEEM)	0.462	(0.755)	
Social Work Engagement (WESO)	0.314	0.471	(0.769)

Table 4.9 displays the square root of AVE values and inter construct latent variable correlations. Values in brackets are square root of AVE scores which should be greater than the inter construct latent variable correlation values to establish non-existence of any relationship. From the above table, it can be inferred that no relationship exists among the constructs and discriminant validity for the workplace fun construct is established.

Structural Equation modelling for the effects of workplace fun on work engagement among college teachers

Structural equation modeling (SEM) is a multivariate statistical analysis technique that is used to analyze structural relationships. It is the combination of factor analysis and multiple regression analysis. This section deals with the effects of workplace fun on work engagement among college teachers. For this, the following hypotheses are to be tested.

Proposed hypotheses for Structural Equation modelling

No.	Hypotheses for SEM
H0.1	Socializing with co-worker has a positive effect on cognitive work engagement
H0.2	Socializing with co-worker has a positive effect on emotional work engagement
H0.3	Socializing with co-worker has a positive effect on social work engagement
H0.4	Celebration at workplace has a positive effect on cognitive work engagement

H0.5	Celebration at workplace has a positive effect on emotional work engagement
H0.6	Celebration at workplace has a positive effect on social work engagement
H0.7	Personal Freedom has a positive effect on cognitive work engagement
H0.8	Personal Freedom has a positive effect on emotional work engagement
H0.9	Personal Freedom has a positive effect on social work engagement

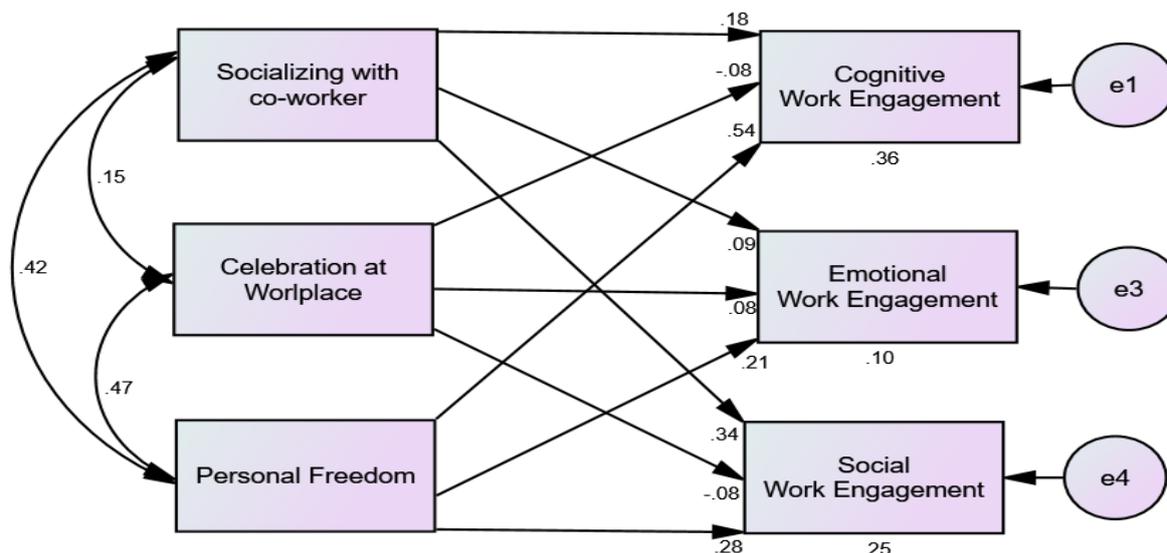


Figure 4.4: Tested Structural Equation modelling for the effects of workplace fun on work engagement among college teachers

Table 4.13: Model fit indices for Structural Equation modelling for the effects of workplace fun on work engagement among college teachers

ATTRIBUTES	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	2.947	0.000	0.928	0.911	0.941	0.061

Table 4.13 represents the CFA model fit indices to assess the overall model fit. The value of Chi-Square to the degrees of freedom ratio for an acceptable model should be less than 5. In this case, the value is 2.947 which is very well within the suggested maximum value. The RMSEA score is 0.061, well below the accepted threshold score of 0.08. Moreover, the GFI and AGFI values are above 0.9 and CFI is above 0.9 for which 1.0 indicates exact fit. Thus, the model is a good fit and can be considered for further analysis

Table 4.14: Path values and R² values of the effects of workplace fun on work engagement among college teachers

Constructs path index			Standardized co-efficient (Beta)	R ² Value	Critical Ratio	P value
Cognitive Work engagement	←	Socializing with Co-worker	0.18		3.00	<0.001**
Cognitive	←	Celebration	0.09		1.33	0.184 ^{NS}

Constructs path index			Standardized co-efficient (Beta)	R ² Value	Critical Ratio	P value
Work engagement		at Workplace		0.36		
Cognitive Work engagement	←	Personal Freedom	0.34		5.32	<0.001**
Emotional Work engagement	←	Socializing with Co-worker	-0.08		1.34	0.180 ^{NS}
Emotional Work engagement	←	Celebration at Workplace	0.08	0.10	1.11	0.264 ^{NS}
Emotional Work engagement	←	Personal Freedom	0.08		1.20	0.229 ^{NS}
Social Work engagement	←	Socializing with Co-worker	0.54		8.16	<0.001**
Social Work engagement	←	Celebration at Workplace	0.21	0.25	2.704	<0.001**
Social Work engagement	←	Personal Freedom	0.28		3.91	<0.001**

** indicates significant at 1% level, NS indicates non-significant.

From the above table, standardized beta coefficient of socializing with co-worker on cognitive work engagement is 0.18 represents the partial effect of socializing with co-worker on cognitive work engagement, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that cognitive work engagement would increase by 0.18 for every unit of standard deviation increase in socializing with co-worker and this coefficient value is significant at 1% level. Therefore, it can be concluded that the hypothesis one is accepted that Socializing with co-worker has a positive effect on cognitive work engagement among college teachers.

From the above table, standardized beta coefficient of celebration at workplace on cognitive work engagement is 0.09 represents the partial effect of socializing with co-worker on cognitive work engagement, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that cognitive work engagement would increase by 0.09 for every unit of standard deviation increase in celebration at work and but this coefficient value is non-significant. Therefore, it can be concluded that the hypothesis two is rejected that Celebration at work does not has a positive effect on cognitive work engagement among college teachers.

From the above table, standardized beta coefficient of personal freedom on cognitive work engagement is 0.34 represents the partial effect of personal freedom on cognitive work engagement, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that cognitive work engagement would increase by 0.34 for every unit of standard deviation increase in personal freedom and this coefficient value is

significant at 1% level. Therefore, it can be concluded that the hypothesis three is accepted that Personal freedom has a positive effect on cognitive work engagement among college teachers.

From the above table, standardized beta coefficient of socializing with co-worker on emotional work engagement is -0.08 represents the partial effect of socializing with co-worker on cognitive work engagement, holding the other path variables as constant. The estimated negative sign implies that such effect is negative that cognitive work engagement would decrease by -0.08 for every unit of standard deviation increase in socializing with co-worker and this coefficient value is non-significant. Therefore, it can be concluded that the hypothesis four is rejected that Socializing with co-worker does not has a positive effect on cognitive work engagement among college teachers.

From the above table, standardized beta coefficient of celebration at workplace on emotional work engagement is 0.08 represents the partial effect of socializing with co-worker on cognitive work engagement, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that cognitive work engagement would increase by 0.08 for every unit of standard deviation increase in socializing with co-worker and but this coefficient value is non-significant. Therefore, it can be concluded that the hypothesis five is rejected that Celebration at workplace does not has a positive effect on cognitive work engagement among college teachers.

From the above table, standardized beta coefficient of personal freedom on emotional work engagement is 0.08 represents the partial effect of socializing with co-worker on cognitive work engagement, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that cognitive work engagement would increase by 0.08 for every unit of standard deviation increase in socializing with co-worker and but this coefficient value is non-significant. Therefore, it can be concluded that the hypothesis six is rejected that Personal freedom does not has a positive effect on emotional work engagement among college teachers.

From the above table, standardized beta coefficient of socializing with co-worker on social work engagement is 0.54 represents the partial effect of socializing with co-worker on cognitive work engagement, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that cognitive work engagement would increase by 0.54 for every unit of standard deviation increase in socializing with co-worker and this coefficient value is significant at 1% level. Therefore, it can be concluded that the hypothesis seven is accepted that Socializing with co-worker has a positive effect on social work engagement among college teachers.

From the above table, standardized beta coefficient of celebration at workplace on social work engagement is 0.21 represents the partial effect of socializing with co-worker on cognitive work engagement, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that cognitive work engagement would increase by 0.21 for every unit of standard deviation increase in socializing with co-worker and this coefficient value is significant at 1% level. Therefore, it can be concluded that the hypothesis eight is accepted that Socializing with co-worker has a positive effect on social work engagement among college teachers.

From the above table, standardized beta coefficient of personal freedom on social work engagement is 0.28 represents the partial effect of socializing with co-worker on cognitive work engagement, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that cognitive work engagement would increase by 0.28 for every unit of standard deviation increase in socializing with co-worker and this coefficient value is significant at 1% level. Therefore, it can be concluded that the hypothesis nine is accepted that personal freedom has a positive effect on social work engagement among college teachers.

The explanatory power of the structural equation model is assessed by examining the R^2 value of the dependent variables. The R squared coefficient measures the percentage of variation that is explained by the model (See Model figure).

The coefficient of determination for cognitive work engagement, R^2 is 0.36. This value implies that about 36% of the variation in cognitive work engagement is explained by socializing with co-worker, celebration at workplace and personal freedom. This value leads to the conclusion that there are other independent variables that are necessary for predicting cognitive work engagement besides these independent constructs that socializing with co-worker, celebration at workplace and personal freedom, in order to account for the remaining 64% of the variation in cognitive work engagement is not explained by independent constructs, socializing with co-worker, celebration at workplace and personal freedom.

The coefficient of determination for emotional work engagement, R^2 is 0.10. This value implies that about 10% of the variation in emotional work engagement is explained by socializing with co-worker, celebration at workplace and personal freedom. This value leads to the conclusion that there are other independent variables that are necessary for predicting emotional work engagement besides these independent constructs that socializing with co-worker, celebration at workplace and personal freedom, in order to account for the remaining 90% of the variation in emotional work engagement is not explained by independent constructs, socializing with co-worker, celebration at workplace and personal freedom.

The coefficient of determination for social work engagement, R^2 is 0.25. This value implies that about 25% of the variation in social work engagement is explained by socializing with co-worker, celebration at workplace and personal freedom. This value leads to the conclusion that there are other independent variables that are necessary for predicting social work engagement besides these independent constructs that socializing with co-worker, celebration at workplace and personal freedom, in order to account for the remaining 75% of the variation in social work engagement is not explained by independent constructs, socializing with co-worker, celebration at workplace and personal freedom.

Major findings based on objective of the study

- Socializing with co-workers has positive effects on cognitive work engagement, emotional work engagement and social work engagement. Therefore it is clear that socializing with co-workers will contribute positively towards the work engagement of college teachers.
- Celebration at workplace has positive effects on emotional work engagement. But celebration at workplace contributes negative impact on cognitive work engagement and social work engagement of the college teachers.
- Personal freedom at work contributes positive effects on the cognitive, emotional and social work engagement of the college teachers. So having personal freedom at work will help the teachers to contribute more to their beneficiaries and profession.

Table No. 4.15: Result summary of hypothesis testing

Hypotheses No.	Hypotheses for model building	Result of Hypotheses testing
H1	Socializing with co-worker has a positive effect on cognitive work engagement	<i>Supported</i>
H2	Socializing with co-worker has a positive effect on emotional work engagement	<i>Not supported</i>

H3	Socializing with co-worker has a positive effect on social work engagement	<i>Supported</i>
H4	Celebration at workplace has a positive effect on cognitive work engagement	<i>Not supported</i>
H5	Celebration at workplace has a positive effect on emotional work engagement	<i>Not supported</i>
H6	Celebration at workplace has a positive effect on social work engagement	<i>Not supported</i>
H7	Personal Freedom has a positive effect on cognitive work engagement	<i>Supported</i>
H8	Personal Freedom has a positive effect on emotional work engagement	<i>Supported</i>
H9	Personal Freedom has a positive effect on social work engagement	<i>Supported</i>

Suggestions based on findings of the study

The study reveals that workplace fun has both positive and negative effects on the work engagement of college teachers. Socialising with co-workers and Personal freedom at work have positive impact on factors like cognitive, emotional and social work engagement while celebration at work have positive impact on emotional work engagement and negative impact on cognitive and social work engagement of teachers. There is a need for taking some measures for the better result of teaching and it includes:

- Avoid the unnecessary celebrations at workplace
- Provide maximum freedom for the duty performance of the teachers

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