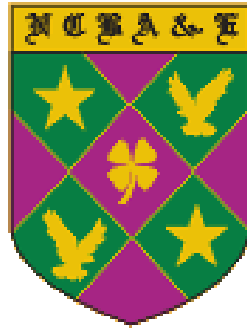


*National College of Business
Administration and Economics
Lahore*



**PROMOTING THRIVING AT WORK
THROUGH JOB CHARACTERISTICS FOR
PERFORMANCE AND ABSENTEEISM**

BY

GHULAM ABID

**MASTER OF PHILOSOPHY
IN
BUSINESS ADMINISTRATION**

FEBRUARY, 2014

NATIONAL COLLEGE OF BUSINESS ADMINISTRATION AND ECONOMICS

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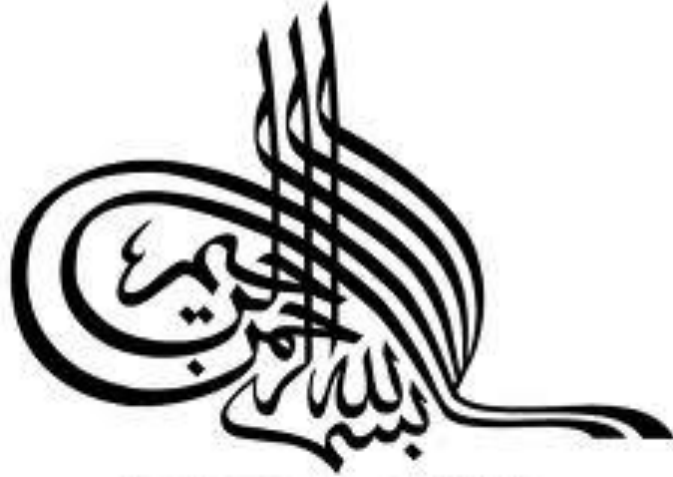
GHULAM ABID

**A dissertation submitted to
School of Business Administration**

**In Partial Fulfillment of the
Requirements for the Degree of**

**MASTER OF PHILOSOPHY
IN
BUSINESS ADMINISTRATION**

February, 2014



*In the name of ALLAH,
The Most Beneficial,
The Most Merciful,*

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ADMINISTRATION AND ECONOMICS
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Dissertation Committee:

Chairman

Member

Member

Rector

National College of Business
Administration and Economics

DECLARATION

It is to declare that this research work has not been submitted for obtaining similar degree from any other university / college.

GHULAM ABID
February, 2014

DEDICATED TO

My Parents

and

Brother Zeshan Ahmed

ACKNOWLEDGEMENT

All praises to Almighty Allah who has given us the wisdom and knowledge to identify the right path and reach the truth. All respects for His Holy Prophet (PBUH) who is forever beacon of light for all of us.

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I must say that I am so auspicious to be among you people, be grateful to you all for your contribution in your individual capabilities.

RESEARCH COMPLETION CERTIFICATE

Certified that the research work contained in this thesis entitled **“Promoting Thriving at Work Through Job Characteristics for Performance and Absenteeism”** has been carried out and completed by **Ghulam Abid** under my supervision during his **M.Phil. Business Administration** Programme.

(Dr. Faisal Qadeer)
Supervisor

SUMMARY

Nowadays firms operate in a highly fast-paced, complex and competitive environment. Therefore, organizations are continuously looking at ways to gain competitive advantages. This can be possible if organizations enhance its performance. Job performance is one of the most essential construct in organizational behavior. It aids in explaining the value and utility that workers in firm performance. Employees are the pivotal factor for a company's growth and success. It should be noted that growth and success of an organization depends on the skills of the employees and job design. The skill of workers which develops at the workplace and their job designing are considered crucial for the survival and growth of firms. However, firms are facing problems such as high turnover, lateness and poor performance which hinder an organization's productivity. Researchers and practitioners are looking at ways to eradicate these aforementioned problems. Their aim is to find an effective and efficient ways to overcome these hurdles.

In the past, researchers which were engaged closely to different industries specifically manufacturing tried to make jobs more interesting by enriching them resulting in minimizing the constraints in organizational progress. Through job enrichment or job design, managers can promote thriving at work among workers which is an emerging and crucial phenomenon in the recent times. Thriving is favorably associated with behavioral outcomes. That is why the researchers and practitioners are looking at ways to enhance employee's thriving at work.

This study attempts to empirically investigate the impact of job characteristics on employee's thriving, which is a psychological state. Furthermore it looks upon the impact of thriving at work on two employee's behaviors i.e., job performance and absenteeism and finally the intervening mechanism of thriving at work between job characteristics and job performance and absenteeism.

The empirical findings have been drawn through a survey questionnaire from employees, their supervisors and managers of the manufacturing company situated in the province of Punjab, Pakistan. The data is collected from 7 departments out of 10 selected through probability proportional to size sampling. A total of 87 employees participated in this survey out of which 17 were managers and supervisors.

The study finds that the thriving at work is positively associated with employee's job performance as well as absenteeism. Secondly, the job characteristics have a positive impact on an employee's thriving. Thirdly, thriving at work mediates the relationship between job characteristics and job performance. The intervening role of thriving at work between job characteristics and absenteeism is also finds support. The study discusses the results and draws several insights of job design and employee's thriving in term of job performance and absenteeism. The study provides implications for theory and practice. Limitations and future directions have also been discussed.

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CHAPTER 1

INTRODUCTION

1.1 STUDY BACKGROUND

There has been rising scholarly interest to comprehend employee thriving while performing their jobs in organization. Much work has been circulated in widespread realm on surviving and thriving (Harris and Biddulph, 2010; Jackson et al., 2007; Lam et al., 2005; Webber, 1997; Wendt et al., 2011), physical thriving (1998), resilience and thriving (Carver, 1998), innovative work behaviors (Carmeli and Spreitzer, 2009); development and health (Spreitzer et al., 2005) social environment and thriving (Jinyu and Mercedes, 2013) and life span theory of thriving (Haight et al., 2002). However, no research is conducted on how job design matters for thriving at work. Comprehension about the association among core job dimensions and thriving may be useful to recognize how and why employees feel thrived in organization.

The notion of “thriving” few resembling constructs are evolving such as “happiness at work” (Fisher, 2010), “harmonious passion” (Vallender et al., 2003), “vigor at work” (Shirom, 2003), “spirit at work” (Kinjerski and Skrypnek, 2008), “zest at work” (Peterson et al., 2009) and “energy at work” (Cole et al., 2012). But thriving at work is relatively one of the new to gain consideration in perceived organizational support and behavior actions (Paterson et al., 2013).

Recent research suggests that when employees are thriving they feel momentum, advancement and thrust at job. *Thriving at work* is defined as “the psychological state in which individuals experience both a sense of vitality (feeling energized and alive at work) and a sense of learning (growing and getting better at what one does at work)” (Spreitzer et al., 2005; Porath et al., 2012). Where psychological state is a “short-term internal belongings of an employee, rather than of long lasting nature’ (Spreitzer et al., 2005) and linked to several workplace outcomes such as intrinsic motivation, job satisfaction, absenteeism, turnover, work quality (Hackman and Oldham, 1976).

Thriving commonly increases both individual functioning in short term and adaptability at work in long-term. It is viewed as a subjective experience (Jinyu and Mercedes, 2013) and positive concept that arises at different rates

(Haight et al., 2002). Although learning and vitality have been examined individually, but nowadays it have been recognized valuable for considering them together (Paterson et al., 2013). This is due to both of the psychological states jointly associated with beneficial outcomes for workers and their firms. This may happen at different rates and in different ways based on connections with the environment (Haight et al., 2002). Thriving is considered as an adaptive function because it delivers an internal indication and help employees to judge and weigh their forward progress (Porath et al., 2012). It comprises of both senses of vitality and learning, in other words it is concomitant a sense of continuous progress and advancing self-development (Spreitzer et al., 2005; Porath et al., 2012).

Vitality represents the positive sense of individual having enthusiastic and dazzling feeling of aliveness (Spreitzer et al., 2005). The word vitality is derived from *vita*. That mean “life” such that someone who is vital he/she feels alive. Psychologically, this condition of being aliveness leads an employee to sense that his or her conduct is purposeful (Ryan and Bernstein, 2004). In the physical point of view, vitality pertain to feeling healthy (Porath et al., 2012), capable of doing work. Mental and physical health of employee is vital for continuous effective functioning at work (Schat and Frone, 2011). In both conditions, vitality denotes to a feeling of aliveness. It incorporates life with pleasure, liveliness, living for exploration, alive, enthusiasm and feels energetic during work place environment (Kark and Carmeli, 2009).

Learning is relatively common concept and refers to “the sense that one is acquiring, and can apply, knowledge and skills” (Spreitzer et al., 2005) to build capability and confidence (Porath et al., 2012). Opportunities to learn at work are considered important because employees prefer strong need for learning, development, and career advancement (Schaufeli et al., 2009).

Vitality and learning are indispensable elements of thriving in a work context for few reasons. Firstly, the inherent experience of individual advancement and growth incorporates *affective component* as well as *cognitive component*. Affective component refers to vitality and cognitive component indicates learning. Therefore, inherent experience is considered as a positive attribute (Spreitzer et al., 2005; Porath et al., 2012).

Secondly, an emphasis on thriving as both vitality and learning are similar to hedonic and eudaimonic in the cognitive architecture of individuals respectively. Hedonic individuals (having a sense of vitality) seek out pleasurable experience (Spreitzer et al., 2005) and avoid pain (Samman, 2007). Eudaimonic is a psychological state of being flourished. Where ‘eu’ reflect (well-being, good) and ‘daimonia’ as (demon or spirit); therefore, the emphasis

(employee pursue to recognize their potency of human beings-reflected learning components) is on psychological functioning and development (Spreitzer et al., 2005). The eudaimonic measure to point out psychological well-being and hedonic measures to reveal subjective well-being, and it is based on perception of importance of or in life by an employee both potential and ability fulfilling the idea (Samman, 2007).

Thirdly, the joint connection of vitality and learning are *vital elements* of development (Porath et al., 2012). If employees see themselves as learning, but exhausted or tired, they are not thriving. The capacity that employee experience; sees he/she is learning in noteworthy and grasp new scientific know-how, methods and processes, but sense burned out. On the other hand, if an individual experiences vitality at job but has not any feeling of addition in expertise. He/she is not thriving too (Spreitzer et al., 2005).

Academic and practical understanding about thriving is comparatively emerging. Spreitzer et al., (2005) develop socially embedded model of thriving which explain the antecedents and outcomes of thriving. In this study they *distinguish thriving from different constructs*; such as resilience, flourishing, flow, subjective well-being, and self-actualization. Later on work by Porath et al., (2012) theoretically refines the construct and its measurements. Furthermore, Visser, (2012) measures it with combination of variables i.e. self-determination theory, burnout and work engagement. This is followed by the study on worker retention exploring the applicability of the model developed by Spreitzer and her associates (Jinyu and Mercedes, 2013).

Porath et al., (2012) offer several insights on thriving. They argue that it is related to the positive outcome such as high job performance, moving towards successful professional pathway, increase health and well-being. It is also detrimental of protean career and reduces work strain. It can be valuable to advance understanding through impact of contextual factor on thriving at work. They believe that the most important questions still need to be addressed that “what aspects of work design enhance thriving”. This recent call is one of the motivations for this study.

Thus this may be noted that literature on thriving at work is emerging and lot of work is needed to determine the antecedents of employees’ thriving. Work design is considered as an engine for detriment for employee’s attitudes and behaviors. It may be useful for employees to make them thrived at work. Job design as an antecedent for thriving has not been analyzed before in organizational behavior domain and researcher emphasized that what aspects of job design boost thriving among workers (Porath et al., 2012).

Work design is a cardinal root of positive psychological states, experiences and beneficial job related attitudes and behaviors such as intrinsic motivation, goal commitment (Piccolo and Colquitt, 2006, 2010), satisfaction (Faturochman, 1997), lesser absenteeism, development, and growth (Hackman and Oldham, 1976). Many scholars argue that one way to reduce absenteeism, increase performance and other behaviors outcomes is by enriching the job. Therefore, we argue that job design can play a vital role for employee's thriving at work. One of the mostly studies and prevailing theory of job design is "Job Characteristics Theory".

Job characteristics theory (Hackman and Oldham, 1976, 1980) explains the relationship between core job dimensions and individual reactions to work. The theory states the task condition in which employees are predicted to prosper in their work to target on enhancing internal job motivation that is related to autonomous motivation (Gagne and Deci, 2005). The higher quality of the job design, the more energy employee will feel at work and engage in higher levels of task performance. Therefore, job design leads workers to invigorate, support thriving, develop and grow in organization.

Analyzing the association between core job dimensions and thriving may increase our knowledge how and why employees thrive in an organization. In this study, we look at the impact of core job characteristics (skill variety, task identity, task significance, autonomy and feedback) on a psychological state (thriving at work) which leads individual to greater task performance and reduce absenteeism. The current study focuses on an important and potential antecedent of thriving at work. To the best of our knowledge such a theoretical foundation that seems logical is yet to be empirically investigated. With the help of this, we look at work context, cognitive and affective influences together in this empirical work.

The manufacturing sector of Pakistan has rarely been studied and may serve as a very suitable context for not only advancing the job characteristics theory but also the other research questions of the study. The manufacturing sector is a major and important driver of Pakistan's economy. In Pakistan, it contributes in GDP about 8% and provides employment to 15 million employees which consist of 30 % of workforce (Government of Pakistan, 2009). That's why human resource professional are interested in understanding the antecedents of employee performance in industry.

1.2 SIGNIFICANCE OF THE STUDY

As nowadays firms operate in highly fast-paced in complex competitive environment, the capability of workers to develop at work has been crucial for firms to grow and even survive too (Paterson et al., 2013). So the significant of current study is twofold, for the academia as well as for the industry practitioners. The researchers are anxious to probe the employee thriving at workplace. They are interested to investigate the antecedents and consequences of employee thriving. Furthermore, the emphasis is on analyzing the mechanism through which the thriving at work transformed into employee's behaviors such as performance and absenteeism through schema collectivization. Likewise managers and practitioners are keen to understand the pivotal construct, through which companies can attain favorable outcomes from workers.

This research empirically demonstrates the association of thriving at work with workers in role performance and absenteeism. The study contributes in literature and extends our understanding by examining the impact of thriving on two behavioral outcomes. The study also expand the previous work in organizational behavior by analyze the job design as an engine of thriving at work.

Thriving is a psychological state in which employees experience both a sense of vitality and learning. It is considered as a pivotal construct in analyzing today's work place. It has gained considerable intention in recent times because it is detrimental of an employee's behavioral outcomes at the work place (e.g. performance and absenteeism). Most of the time employees are not feeling energized and learned at workplace simultaneously that results as absenteeism, lateness and poor performance. However, there is lack of understanding about the antecedents (engine) of thriving. Better understanding on how employee thrives in the organization helps in eliminating absenteeism and enhancing the overall performance. We argue that the five job characteristics (skill variety, task identity, task significance, autonomy and feedback) are considered to influence employees' motivation and job related attitude may serve as an engine of thriving. This attempt has not been analyzed before in organizational behavior domain.

There is no prior study that empirically substantiates the association among job characteristics and thriving at work construct. Furthermore, no study have yet analyze the mechanism by which thriving intervening the relationship between the job design and employee's behaviors outcomes (performance and absenteeism).

We anticipate that the results of current study provide greater understanding of Asian cultural aspects of job characteristics. Study will validate previous literature findings about the role of job characteristics on employees' behavioral outcomes. Furthermore, we will investigate the role of the psychological state (thriving at work) as an intervening variable between job characteristics and job performance and absenteeism.

1.3 OBJECTIVES OF THE STUDY

- a) To examine the impact of the five job characteristics on thriving at work.
- b) To investigate the impact of thriving at work on job performance and absenteeism.
- c) To test the intervening role of thriving at work between the job characteristics and the two employees' outcome (performance and absenteeism).

1.4 STUDY HYPOTHESES

Therefore, based on the aforementioned study background, the objectives, prior theoretical and empirical research rationales; this research proposes the following list of hypotheses. The formal hypothesis grounding is provided in Chapter 2.

- H1: There is a positive association between thriving at work and performance.
- H2: There is a negative association between thriving at work and absenteeism.
- H3: There is a positive association between job characteristics (skill variety, task identity, task significance, autonomy, and feedback) and thriving at work.
- H4: Thriving at work mediates the relationship between the job characteristics and performance.
- H5: Thriving at work mediates the relationship between the job characteristics and absenteeism.

1.5 THEORETICAL MODEL

The theoretical model (Figure 1) is the foundation on which the study is conducted. This shows the analytical framework for the hypothesized relationships of job dimensions, thriving at work, performance and absenteeism. This logically developed theoretical model may be visualized through the Figure 1. It elaborates the set of variables and their relationships.

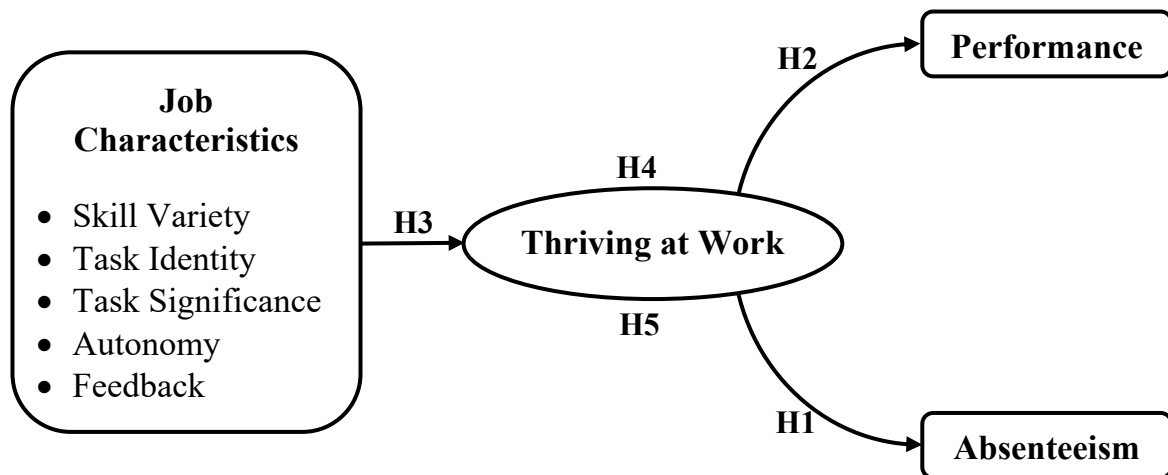


Figure 1: Theoretical Model

1.6 METHODOLOGY

The study conducts a survey at manufacturing company (spinning mill) situated in Punjab. The purpose of current study is analytical in nature involving testing of hypotheses to explain the nature of relationships. The type of investigation is correlational nature to identify the important factors associated with thriving at work. The individual employees of mill are the unit of analysis in this study (population to be studied). The study is cross sectional in time horizon. Study is conducted in non-contrived i.e., natural environment setting where work proceeds normally with minimal interference of researcher.

After the development of English version questionnaire, because of language barriers among targeted participants, the questionnaire is translated into Urdu applying the translation procedure described by Brislin, (1976). The questionnaire is pilot tested for item ambiguity resulting in few changes in final version.

The data is collected through a self-administered questionnaire from the employees and their supervisors/managers. It is very effective because the responses can be collected in short period of time (Sekaran and Bougie, 2013). The participants include skilled works and their respective supervisors and managers. These employees are skilled workers called front line employees. The sampled departments (7 out of 10) are selected through probability proportionate to size (PPS) sampling technique. The actual sample comprises of 142 skilled employees and 17 managers with an approximate response rate of 70% for employees. Complete detail of methodology has been discussed in Chapter 3.

1.7 DATA ANALYSIS

Data is computed and analyzed using SPSS 19 version and Microsoft Excel 2010. The study employs various statistical analysis to examine the data i.e., descriptive analysis of variables as well as cross tabulations. Cronbach's Alpha is estimated to check the scale reliability of all the study variables. Person Bi-variate Correlations are estimated for control and study variables. Furthermore, Hierarchical Linear Modeling and the mediation analysis steps (Barron and Kenny, 1986) are also followed to test the hypotheses. The complete detail of the data analysis range from simple frequency distributions to complex analysis and explanations are provided in Chapter 4.

1.8 FINDINGS

The study findings are consistent with the hypothesized relations and previous research. The precise procedure for testing hypothesis is compelling to show a clear picture for the association among variables in theoretical model. The study finds that job characteristics play as an engine for employee's thriving at work. Study also finds thriving at work is a pivotal construct for increase in role job performance of the employees and also reduces the level of absenteeism at work place. Furthermore, thriving at work also intervene the relationship between job characteristics and performance and absenteeism. A detailed discussion on finding, theoretical and practical implications, limitations and future directions are provided in Chapter 5.

CHAPTER 2

LITERATURE REVIEW AND HYPOTHESES

2.1 THRIVING AT WORK

Thriving is concomitant a sense of continuous progress and advancing self-development. This may happen at different rates and in different ways based on connections with the environment (Haight et al., 2002). Thriving is considered as an adaptive function because it delivers an internal indication and help employees to judge and weigh their forward progress. Thriving is rooted in self-determination theory but is specific to the individual experience of flourishing in the workplace (Rigolizzo, 2013). Formally *Thriving at work* is defined as “the psychological state in which individuals experience both a sense of vitality (feeling energized and alive at work) and a sense of learning (growing and getting better at what one does at work)” (Porath et al., 2012; Spreitzer et al., 2005). They consider vitality and learning the indispensable elements of thriving in a work context for a few reasons. Firstly, the inherent experience of individual advancement and growth incorporates *affective component* as well as *cognitive component*. Affective component refers to vitality and cognitive component indicates learning. Therefore, inherent experience is considered as a positive attribute.

Vitality represents the positive sense of individual having enthusiastic and dazzling feeling of aliveness (Spreitzer et al., 2005). The root of vitality i.e. *vita* means “life” such that someone who is vital he/she feels alive. In the physical point of view, vitality pertain to feeling healthy (Porath et al., 2012), capable of doing work and energetic at work place environment (Kark and Carmeli, 2009). Psychologically, this condition of being aliveness leads an employee to sense that his or her conduct is purposeful (Ryan and Bernstein, 2004). Vitality incorporates life with pleasure, liveliness, living for exploration, alive and enthusiasm. Mental and physical health of employee is vital for continuous effective functioning at work (Schat and Frone, 2011). In both conditions, vitality denotes to a feeling of aliveness.

Learning is relatively common concept and refers to ‘the sense that one is acquiring, and can apply, knowledge and skills (Spreitzer et al., 2005) to build capability and confidence (Porath et al., 2012). Opportunities to learn at work are considered important because employees prefer strong need for learning, development, and career advancement (Schaufeli et al., 2009).

2.2 EMPLOYEE PERFORMANCE

Employees participate to organizational effectiveness in different ways. It is not possible for workers to perform at their best. They function effectively or poorly at different time and in different situations. Antecedents and consequences of employee performance have been of concern in theory and practice from decades (Guidice and Mero, 2012). That's why scholars and practitioners are looking the dynamic nature of job performance (Schreurs et al., 2012).

Perhaps, job performance is the most influential outcome variable in organizational psychology. Job performance is considered as multifaceted and its conceptualization depends on organizations. The review of job performance literature acknowledged that employees mostly engage in i.e., *in-role*, *extra-role* (Schreurs et al., 2012) and *counterproductive* behavior (Jordan et al., 2012). It is purported that different form of role behaviors specifically task and citizenship contribute to the effectiveness (Neal et al., 2012).

In-role behavior i.e. task performance is the officially required outcomes and behaviors that directly serve the goals of the organization (Schreurs et al., 2012). It contains efficient working and achieving organizational goals. It refers to those actions that are associated to the production of goods and services. Task performance is directly associated with formal aspects of job (Jordan et al., 2012).

At work setup, individuals involve mainly in two *extra-role* behavior including *organizational citizenship behavior* and *counterproductive work behavior*. The former enhance organization performance and is one of the most extensively studied topics in organizational behavior research in recent years (Farooqui, 2012; Gadot and Angert, 2007; Ilies, et al., 2009; Lin, Hung and Chiu, 2008; Mackenzie, Podsakoff and Podsakoff, 2011; Mohamed and Anisa, 2012). In the past two decades it is considered as a prerequisite for organizational success and effectiveness (Chen et al., 2009; Kandlousi et al., 2010). This extra-role behavior also called contextual behavior is the employees' discretionary and voluntary behaviors that are believed to directly promote the effective functioning of an organization, without necessarily influencing a person's target productivity directly (MacKenzie et al., 1991; Podsakoff and MacKenzie, 1994). These behaviors help maintain the social and psychological context where task related functions are being carried out (Bolino, 2013; Guidice and Mero, 2012; Klotz and Neal et al., 2012). On the other hand, counterproductive work behaviors weaken the operations of an organization (Klotz and Bolino, 2013).

2.3 THRIVING AT WORK AND PERFORMANCE

The “actions specified and required by an employee’s job description and thus mandated, appraised, and rewarded by the employing organization are called in-role job performance” (Janssen and Yperen, 2004). Performance is differentiated into two broad dimensions i.e., task performance and contextual performance as explained earlier. Task performance fulfills the prescribed duties of a given job and contextual performance (extra role behavior) encompasses behaviors that contribute towards the development of the social-psychological work atmosphere. Contextual performance normally supports the task performance.

Vitality relates to positive energy more than mere arousal and involves only energy experienced as positive. If an individual is upset, angry on someone, or tense, he/she might be energized but not essentially vital. Vitality sometimes refers to positive emotional state that is discrete than happiness and pleasure. And it also has different factors and associates (Kark and Carmeli, 2009). Employees who sense greater amount of vitality are more likely to look occasions positively and presume that these will happen again and again. Vitality moves an employee to exert more effort in job and thus perform better.

Thrived workers produce resources endogenously, such as knowledge within workplace, meaningfulness of work and better relationship with co-workers (Spreitzer et al., 2005). When these resources pooled with the vitality, then resource creation is constant in long run and leading to better performance (Porath et al., 2012).

Thriving at work is related to performance of the worker (Spreitzer et al., 2005). Furthermore, learning component in thriving also contributes to better performance (Boyer et al., 2012; Brueller and Carmeli, 2011; Dayaram and Fung, 2012; Hoover and Giambatista, 2012; Porath et al., 2012), whether for individual or for those who work in teams. Therefore, when employees feel that they are thriving at workplace, they are more probably to stay in the organization (Jinyu and Mercedes, 2013) and thus continuously perform well. As suggested by Fredrickson, (2001) (as cited by Porath et al., 2012), vitality build resources that are important for performance. Thus we expect that *there is a positive association between thriving at work and performance* (H1).

2.4 THRIVING AT WORK AND ABSENTEEISM

Absenteeism is one of the leading work place pervasive issues and often referred to as “withdrawal behaviors”. It is a serious risk when workers fail to

report to scheduled work and disrupt the whole system. It negates firm objectives. There are considerable amount of work and non-work related factors support the choice to remain absence from the job (Ejere, 2010).

Absenteeism is “the failure to report to planned work” (Johns, 2002). Organizations are facing productivity losses because of employees’ absence which cost millions of dollars every year (Berry et al., 2012; Mason and Griffin, 2003). Organizations in United States bear losses over \$ 8000 per person annually (Darr and Johns, 2008) and cost businesses approximately 15% of payroll (Navarro and Brass, 2006). It is purported by the different human resource professionals that it is a big problem (Hausknecht et al., 2008) and must overcome. Employee may be absent because they need to pull out or withdraw from uncomfortable work situations (Sliter et al., 2012; Schaufeli et al., 2009) like work strain, physical and psychological illness (Darr and Johns, 2008).

Absence may increase job responsibilities, disturbed interpersonal relationships among colleagues and lower performance rating. Employees who are low in job satisfaction and organizational commitment are more frequently absent and the vice versa (Hausknecht et al., 2008; Schaufeli et al., 2009). Darr and Johns, (2008) highlight the higher level of absenteeism among blue-collar workers compared to higher rank employees because they see absence as legitimate and justify by external cause like illness.

Absence is frequently studied at the individual level of analysis because of absence better reflect individual characteristics, such as sickness, work stressors and strain and incivility of coworker and customers (Sliter et al., 2012). It has been operationalized in a variety of methods in empirical research. Hausknecht et al., (2008) have studied absenteeism at the work-unit level as longitudinal model. There are few ways in which employee restore their resources at work place by reducing the performance or withdraw from the work or being late at work. Higher absenteeism rate is anticipated in lower job satisfaction and provide an opportunity to employee to boost, allowing for renewal of depleted personnel resources.

Therefore, we argue here that if an employee is not thriving at work, there will be more chances that he/she will be absent at work. In other words, if employees are doing boring job, they don’t learn as well as don’t feel energized at work. As a result they do not pay full attention to work, avoid exerting full effort or keep them away from the work place. On this basis it may hypothesized that, *there is a negative association between thriving at work and absenteeism* (H2).

2.5 THE THEORY OF JOB DESIGN

The job design largely influenced by the philosophy of “Scientific Management” set by Frederick W. Taylor (1911) and afterwards advances by industrial engineers and psychologist. The basic theme behind job design is to gain efficiency while performing tasks through simplified and standardized operations. But workers resist it due to routine work activities. Herzberg and his work mates (1959) play a vital role by giving direction to think about the psychology of work and developing ways to makes work more interesting in order to achieve favorable outcomes. They propose the job enrichment approach rather than simplification and standardization. According to them work should be designed to foster responsibility, achievement, recognition, growth and advancement. Furthermore, scholars are encouraging to alter job design by combining tasks instead of specializations (Hecht et al., 2012). These factors motivate workers to exert more effort to perform well.

Numerous efforts on job enrichment (Hackman et al., 1975) and job enlargement programs solely focus towards redesigning jobs (Hackman, 1980) to reduce the problems faced by employees at work environment, which result in increased performance and productivity (Faturochman, 1997). However; altogether job enrichment and enlargement provides ground and direction for study on motivational potential aspects of job which later on emerge into a formal theory briefly discussed as under.

2.5.1 Job Characteristics Theory

This theory explains the relationship between core job dimensions and individual reactions to work (Hackman and Oldham, 1976, 1980). The theory came up with positive personal and work results (high internal motivation, work satisfaction, high quality performance and low absenteeism and turnover) are achieved when three “critical psychological states” are present for a worker (experienced *meaningfulness* of work, experience *responsibility* for the outcomes of the work and *knowledge* of the results of the work activities). The three psychological states (Hackman and Oldham, 1976) are defined as follows:

Experienced Meaningfulness of the work is the degree to which the individual experiences the job as one which is generally meaningful, valuable and worthwhile; Experience Responsibility for work outcomes is the degree to which the individual feels personally accountable and responsible for the results of the work he or she does; Knowledge of result is the degree to which the individual knows and understands, on a continuous basis, how effectively he or she is performing the job. (p. 256-57)

These three critical psychological states are developed by the presence of five core job dimensions. Experience meaningfulness of the work is boosted mainly by the three of the core dimensions: *skill variety*, *task identity* and *task significance*. Experienced responsibility for work outcomes is increased *autonomy* is given at job. Knowledge of results is increased when a job is high on *feedback*. The five core job dimensions are defined as follows:

Skill Variety is the degree to which a job requires a variety of different activities in carrying out the work, which involve the use of a number of different skills and talents of the person. (p. 257)

Task Identity is the degree to which the job requires completion of a “Whole” and identifiable piece of work; that is, doing a job from beginning to end with a visible outcome. (p. 257)

Task Significance is the degree to which the job has a substantial impact on the lives or work of others people, whether in the immediate organization or in the external environment. (p. 257)

Autonomy is the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out. (p. 258)

Feedback is the degree to which carrying out the work activities required by the job results in the individual obtaining direct and clear information about the effectiveness of his or her performance. (p. 258)

They argue that the relationship between job dimensions and psychological state is moderated by growth need strength. Similarly the relationship between psychological state and the outcomes is also moderated in the presence of growth need strength. They posit that the three critical psychological states are the primary motivational elements. These states plays intervening role between job characteristics and behavioral outcomes.

The job characteristic theory is predominantly a job design theory (Birnbaum et al., 1986). It constantly endeavors to determine job consequences such as satisfaction, performance and absenteeism. The theme behind the theory is that higher the quality of job design, the more energy employee will feel at work and engage in higher levels of task performance.

Job design is still an emerging phenomenon. Morgeson and Humphrey (2006) introduce the comprehensive model of Work Design (WD) as a further extension to the job characteristics model. Researchers argued that it is problematic because job characteristics model neglects other important work characteristics such as; social and contextual characteristics. They suggested that the main focus should be on work design which is a broader concept of job design, as it covers both the job and the environmental relationship with that job. In this extended model (WD) they added other dimensions in job design including social support, management style and feedback from others.

The most widely studied and popular method of job design is the *Job Diagnostic Survey* (i.e., instrument) (Hackman and Oldham, 1980). It assesses participants' perception regarding the objectivity of their job. One of its limitations is that it focuses only on a limited set of motivational characteristics.

Employees and their performance has become an important determinant for any organization to gain competitive advantage. Job design theory is one of the core concerns in human resource management domain. Many studies examine the effects of a variety of job-related variables on employee motivation, satisfaction, and performance. For example researchers focus on understanding how work design, job characteristics relate to individual productivity (Pierce et al., 2009; Sims et al., 1976), absenteeism and turnover (Hackman and Oldham, 1976; Hadi and Adil, 2010), knowledge sharing (Foss et al., 2009), affective states (Saavedra and Kwun, 2000; Spector and Jex, 1991), and feedback seeking behavior (Krasman, 2013). Scholars have found a positive role of job design (dimensionality of job) on motivational aspects as well as social and work context (Mogeson and Humphrey, 2006). Thus job dimensions are important in organizational theory and research (Gabr and Mohamed, 2012) for employees' outcome.

2.6 JOB CHARACTERISTICS AND THRIVING AT WORK

From the study of relevant literature and aforementioned discussion on job characteristics and its beneficial outcomes at workplace, we can infer that the job characteristics also enhance thriving among workers. As Porath et al., (2012) state that job design tends to invigorate employees and thus support thriving in the workplace. This infers that thriving enhances development and growth in organization (Spreitzer et al., 2005). In the subsequent paragraphs the role of the dimensions of job characteristics in promoting thriving among workers is discussed in detail.

2.6.1 Skill Variety and Thriving at Work

Skill variety is a significant job dimension and should be thoroughly analyzed due to the high complexity of work in “knowledge” realm (Chung-Yan, 2010) to gain maximum advantage from human capital. Employees are more likely to thrive when they participate in tasks that require different skills or activities and talent of doing any work.

Skill variety enhances vitality as employees search new methods, skill, knowledge and abilities for functioning. In this way they become more interested and feel energetic. Skill variety induces innovative notions in workers, knowledge and tactics for doing a particular job and thus enhances energy. Similarly skill variety increases learning as employees explore new ideas, skills that are used for doing any task. This allows them to increase and refine techniques that they possess and subsequently employ in their job. In this way, employees improve considerably as they learn from variety of errors they make.

2.6.2 Task Identity and Thriving at Work

In high task identity jobs, employees will be capable to assess themselves as well as the work performed. The reason being, that the output becomes visible at the end of each step as well as at the end of the process (Krasman, 2013). Task Identity boosts the experience of vitality. When employees’ focus on their whole task and identifiable piece of work, it is anticipated that they shall engage and devote in work, and thus remain energized. When employees complete their work from start till end, they perceive sense of achievement, which promotes energy. Not fulfilling whole task necessities can lead to a sense of failure and disappointment. This can diminish one’s energy. After performing a task completely an employee is invigorated with a sense of relaxation; he or she becomes more energized, devoted, and exerts greater mental and physical efforts that result in job performance (Schat and Frone, 2011).

Task identity also contributes to a sense of learning because it offers greater self-assessment opportunities by identifying tasks and reduces the propensity to acquire feedback (Krasman, 2013). When employees focus on the whole task or work, they are more likely to advance, improve and polish routine activities which are essential to accomplish the work effectively and efficiently. This contributes to the learning process. By not fulfilling job or task requirements wholly and completely employee independence, sense of

effectiveness and prospects for growth and development become inhibited. This may indicate that individual is not learning within the workplace.

2.6.3 Task Significance and Thriving at Work

Task significance enhances employee's feeling of social influence and worthiness (Krasman, 2013) by doing job activities. Thriving is moreover developed when employee work deliberately with each other. This depicts that they are heedfully connecting. When employees are heedfully involved, they earnestly interact with each other resulting into the efficient accomplishment of their distinct purpose. This inculcates worthwhile influence in the lives and task of the people involved either within organization or external environment. When individuals are socially engaged in work or colleagues, they behave in a manner that is harmonious to their personal job and the job of others which results in accomplishing the objectives of the whole work setup.

Task significance may enhance vitality. When employees associate with tasks significantly, they are moreover capable to help others toward the accomplishment of organizational goals. It also gives social support to them that often increases affective functioning and physiological energy. Employees feel that their work and performance is intertwined with their colleagues and thus they feel responsible and make greater efforts to improve their own work that in turn increases performance (Porath et al., 2012). Task significance also promotes sense of learning as employees feel accountable for the outcomes and thus are inspired to accomplish a range of behaviors. Self Determination Theory (Deci and Ryan, 2000) suggests that the need for relatedness, which is the sense of being cared for and connected to other people, enhances learning at work place. Furthermore the study of Bandura's (1977) on social learning suggests that people look around others for suitable behavior and conducts for performing work activities. As workers act together, they learn to refine their skills and gain additional and new knowledge by ways of interactions (Patersons et al., 2013).

2.6.4 Autonomy and Thriving at Work

Autonomy significantly relate to critical attitudes and behaviors (Chung-Yan, 2010), personal initiative, felt responsibility and intrinsic motivation (Foss et al., 2009; Gagne and Deci, 2005) feedback seeking behavior (Krasman, 2013) job satisfaction (Galup et al., 2008) and thriving (Jinyu and Mercedes, 2013).

Previous research shows a strong relationship between autonomous motivation, goal attainment and life satisfaction (Gagne and Deci, 2005). Autonomy is highly associated with employee performance (Fried and Ferris, 1987). It supports vitality because it gives favorable circumstances to employees resulting in greater control of their task. This fosters capabilities in an employee to do the task independently and also indicate how the tasks are supposed to be accomplished. Gagne and Deci, (2005) suggest that when individuals are independently motivated at job they feel a greater appeal towards their job. “Autonomy provides employee freedom, discretion in work schedules, sequence, methods, procedures and choices about how to do work” (Galup et al., 2008). Freedom is important at work place instead of being externally restrained, managed, or pressured by their supervisor or managers all the time. *Self Determination Theory* (Deci and Ryan, 2000) argue that autonomy has important cognitive, affective and behavioral advantages such as greater work engagement, learning, positive adjustments, creativity and mental health. Employees who feels autonomous and capable of doing work activities are more likely to feel energized and promote vitality because of the sense of responsibility and engagement in work (Rigolizzo, 2013; Foss et al., 2009).

High amount of autonomy imparts continuous learning and growth of an individual (Foss et al., 2009; Deci and Ryan, 2000). Employees feel accountable for doing task because of autonomy. When autonomy is provided employees continuously look at ways for improving work skill, processes and methods to perform the task effectively and efficiently.

2.6.5 Feedback and Thriving at Work

Feedback guides worker what and how well they are doing (Baker, 2010) thus increases role clarity (Krasman, 2013). The procedure commonly comprises of detail conversation of the employee’s strengths and weaknesses, plans on how to improve upon weaknesses (Harms and Roebuck, 2010).

Scholars have acknowledged that companies are now recognizing the importance of humans that can be a foremost source of competitive advantage (Baker, 2010). The likelihood that an employee will perform better in the future increases if he has access to a broad feedback on the work performed (Harms and Roebuck, 2010). It may be noted here that feedback is also important for effective functioning of the corporate unit. Employees and managers who vigorously acquire feedback about his/her task performance are presumed to be more effective at work place than those who do not (Asumeng, 2013). The most common methods of feedback reviewed and analyzed by Baker, (2010) are; traditional assessments, coaching, and 360 degree feedback.

As regards to the other two modes of assessment, coaching is a less traditional method of assessment that emphasizes on facilitation of learning. Coaching is considered in the business world as performance evaluation that highlights the method of development of performance evaluation instead of limited scope of training (Baker, 2010), and is very useful for employees and organization. Effective components of feedback such as relevance, accuracy, timely, precision should have the potential to increase performance (Baker, 2010; Harms and Roebuck, 2010). Employee's feedback is very important because it reflects an employee's action and behavior that subsequently determine the corporate culture and success of an organization.

It is a very challenging task for supervisors or managers to provide feedback which can be given in different ways such as positive, negative, directly and indirectly (Harms and Roebuck, 2010). The BET (Behavior, Effect and Thank You) and BEAR (Behavior, Effect, Alternative and Result) Feedback Models provide a worthwhile basis for performance evaluation in workplace environments since it pinpoint areas of weakness which help employees to improve their performance. Several empirical studies suggest that feedback has a positive influence on performance while others depict contradictory results (Asumeng, 2013).

A delayed feedback is not as effective as immediate feedback or feedback from the job itself. Delayed feedback does not support learning and exert continuing effort (Latham et al., 2012). Receiving feedback about employee's performance is crucial factor for feeling competent about the task and thus is a robust predictor of performance (Foss et al., 2009). As a result of feedback, employees generally feel confident to perform their task. Information regarding the tasks that the employees perform also increases their competencies because it increases their abilities to rapidly overcome complications. This results in employees feeling energized and thus promotes vitality. Similarly feedback also fosters learning due to proper feedback from different sources (Baker, 2010) and thus increases job competence (Schaufeli et al., 2009). The learning component fuels feelings of competence and enhance self-efficacy (Porath et al., 2012). The need for competence that is the perception of being effective and efficient in dealing with the external environment enhances learning (Deci and Ryan, 2002). The objective of the feedback is to encourage employees for continuous performance. It increases the prospect of being successful in achieving work goals (Baker, 2010; Schaufeli et al., 2009) and provides opportunities to progress in their career. Providing feedback also means to provide guidelines and knowledge about the job and thus promote learning (Rigolizzo, 2013).

2.6.6 Job Characteristics as an Integrated Construct and Thriving

In earlier section, we have looked at the role individual job dimension in promoting thriving at work among workers. As inferred from aforementioned discussion that each of the characteristics play pivotal role in enhancing employee's thriving. On the basis of it we conclude that altogether these job characteristics also promote thriving.

Researchers have taken and considered job dimensions as either one integrated construct (Brass, 1981; Chang et al., 2013; McKnight et al., 2009; Slattery et al., 2010; Smyth et al., 2009; Thatcher et al., 2002; Tsaur et al., 2011) covering all dimensions by mean or five independent descriptive dimensional constructs (Gabr and Mohamed, 2012; Krasman, 2013; Pierce et al., 2009) to anticipate the employee's attitude and behavior. In present research, it is logically suitable for researcher to consider the job dimensions as a single construct because all five dimensions could be grouped into a single index.

On the basis of the above literature review and rational provided for the possible relationships between the job characteristics and thriving, we expect in general that, *there is a positive association between the job characteristics (skill variety, task identity, task significance, autonomy and feedback) and Thriving at work (H3).*

2.7 THRIVING AT WORK AS MEDIATOR

In the earlier theory building section 2.3 and 2.4 we have found that thriving at work is beneficial for enhancing employee's performance and minimizing the comparative absenteeism. Furthermore in section 2.6, we construed that thriving can be enhanced through core job characteristics. Thriving at work is a psychological state which transforms individuals to positive behavior outcomes. Therefore, it is considerable the intervening role of thriving in current study.

Earlier work by Herzberg (1959) recognizes the importance of intrinsic satisfaction at workplace, which can be attained from the work itself through work design. It focuses on job design and highlights the problems of motivation among employees. Motivating factors includes both intrinsic and extrinsic factors. The motivator factors are highlighted in the motivation hygiene theory which includes achievement, recognition for achievement, the work itself, responsibility and growth or advancement (Herzberg, 1968). These determinants generally depend on an individual's competency to sustain certain attitude and behavior in the company.

Later on Hackman and Oldham, (1975-1980) mentioned three Critical Psychological States (i.e. experienced meaningfulness, experienced responsibility, and knowledge of results) as the primary motivational elements. These motivational elements (especially internal) of the job characteristics theory mediate the association between core job dimensions and employees' behavioral outcomes. Furthermore research by Turner and Lawrence, (1965) exhibit workers will be internally motivated to accomplish task effectively if they experience the above stated psychological states. Thriving at work is also a psychological state by which employees are internally motivated that in turn, leads them to experience meaningfulness in their work resulting in continuous learning and energy in the work environment.

Mogeson and Campion, in 2003 analyzes and criticizes the job characteristic theory for its superfluous attachment of psychological states in job design process and also highlighted the need for further theory building and excessive empirical research in this area. According to Roberts and Glick, (1981) (as cited by Birnbaum et al., 1986) it fails to discriminate the objectivity of dimensions and employee's cognition regarding these dimensions. Pierce et al., (2009) proposes a revision of job characteristics theory by adding psychological ownership and states that it is better to mediate the association between the job characteristics and behavioral consequences.

Kiggundu, (1981) incorporates "experienced responsibility for other" as mediated variables in the job characteristics model. Furthermore, researchers strive to look upon and comprehend the role of constructs such as "felt responsibility for constructive change", "perceived social impact", "trust by others and self", and "motivation to make a pro-social difference" in the job characteristic model (Foss et al., 2009). This study is another step for analyzing thriving at work as a mediating mechanism in theory.

Current study argues that the five job characteristics are postulated to lead employee to thrive within organization which, in turn, leads to greater positive response to work both attitudinal and behavioral. Attitudinal advantages include high internal work motivation, increase job satisfaction and behavioral outcomes in the form of performance and low absenteeism. The impacts of job characteristics on personal and work outcome can be properly understood by looking at the mediating role of thriving at work. As stated by Hackman and Oldham, (1974-80) "the five job dimensions promote three psychological states" which, in turn, lead to beneficial personal and work outcomes.

Thus we hypothesize that in a broader perspective *thriving at work mediates the relationship between the job characteristics and job performance*

(H4). And similarly, *thriving at work mediates the relationship between job characteristics and absenteeism* (H5).

2.8 CONCLUSION OF LITERATURE REVIEW

A comprehensive and in-depth review of the empirical and theoretical work on job design, thriving at work, performance and absenteeism indicate that the job characteristics and thriving at work are strong prognosticators of employee's performance and absenteeism. Job characteristics theory by Hackman and Oldham is one of the prominent and prevailing theories and is a strong predictor of worker's behaviors at work. However it has not been examined in the context of Pakistan. It is worth exploring job characteristics in the progressive coherence cultural context.

After reviewing the literature on thriving at work we establish consensus that further knowledge about the construct needs to be developed for better understanding. Previous work by Porath et al., (2012) emphasizes on looking at various aspects of job design to boost employees' thriving. Therefore, our study ponders upon the following future directions. The study attempts to analyze the job characteristics (job design) theory which may lead employees to thrive at work.

From the emerging literature on job design and human behavior domain, it is established that psychological states are detrimental of behaviors outcome. In Job characteristics theory, researchers propose three psychological states that mediate the relationships among job dimensions and performance and absenteeism of employees. Therefore, this study attempts to investigate the mediating role of thriving at work (psychological state) between job characteristics and employee's outcomes i.e., performance and absenteeism. This is in line with the future directions of Moger and Champion, (2003) who reiterated the fact that different psychological states should be incorporated in the job design model.

Finally, the study will cross verify and contribute in the existing literature and provide further evidence that thriving at work is a strong predictor of employee performance and absenteeism not only in Western culture but also in Asia, specifically in Pakistan.

The subsequent chapter discusses the design of the study through which the preliminary data is collected, computed and analyzed to reach the results.

CHAPTER 3

METHODOLOGY

3.1 RESEARCH DESIGN ELEMENTS

Research design is a master plan “blueprint” for the data gathering, measurement and the analysis of data which is based on research question of the study (Sekaran and Bougie 2013; Zikmund et al., 2010). It provides a framework of action for the study. This section describes some of the research design elements in the following paragraphs.

The purpose of current study is descriptive or analytical in nature involving *testing of hypothesis*. The type of investigation is *correlational analysis* to identify the important factors associated with thriving at work. The setting of the study is *non-contrived* and the whole process proceeds normally with *minimal interference* (moderate interference) of the researcher, with the normal flow of events at the workplace.

Individuals are the basis to study job characteristics that’s why much of the efforts are made on individual analysis (Oldham and Hackman, 2010). Therefore, *individual employees* of a manufacturing company are the unit of analysis in this study. The variables measured through items have been aggregated at the level of individuals. The research collects data from individual level and evaluates every worker response as an individual data source. The study is *cross sectional* in time horizon and may also be referred as a one-shot study as the data has been gathered at one point in time. Cross sectional is considered most reliable with descriptive approach and is cost efficient and simplest (Neuman, 2000). Many studies on job characteristics model for individual level unit of analysis have been based on cross-sectional data (Gabr and Mohamed, 2012).

3.2 STUDY VARIABLES

3.2.1 Dependent Variables

The dependent variables or criterion variables in this study are *performance and absenteeism*. The operational meanings of the two variables are provided here.

In-role *job performance* is considered as a measure of employee *performance* in the current study. It is defined as the “actions specified and required by an employee’s job description and thus mandated, appraised, and rewarded by the employing organization (Janssen and Yperen, 2004).

Absenteeism refers to “the failure to report to planned work” (Johns, 2002). In manufacturing sector of Pakistan remaining absente means direct cuts in wages. Another way of being absent is to be present on the work but keeping oneself away from the work station. The supervisor / managers are usually aware about this and can *easily compare their subordinate* in terms actual presence at the workstations. This comparative absenteeism has also be used in this research.

3.2.2 Independent Variables

In our study the independent variable are the five core job dimensions which are: *skill variety*, *task identity*, *task significance*, *autonomy* and *feedback*. Hackman and Oldham (1976-1980) provides the operational definitions of these dimensions as follows:

Skill variety is the degree to which employee perform number of different activities at his/her job. It involve that the worker use different skills and talent at work place.

Task identity comprises the aspects that the job needs to complete as a “whole”. It involve that job requires to do it from start to end with visible output. It also includes that job can be identify as a part or piece of work.

Task significance is the degree to which the job has substantial impact on the lives or work of other people- whether in the immediate organization or in the external environment.

Autonomy is the degree to which the job provides substantial freedom, independence, and discretion of the employee in scheduling the work and in determining the procedures to be used in carrying it out.

Current study focuses *Feedback* from the job itself. It is the degree to which carrying out the work activities requires by the job results in the employee obtaining direct and clear information about the effectiveness of his or her performance.

3.2.3 Mediating Variables

Mediating variable, also known as intervening variable, is viewed as bridge that connects the independent variables (i.e. job characteristics) and dependent variables (i.e. performance and absenteeism). Current study considers *thriving at work* as an intervening variable. It is a ‘psychological state in which employees experience both a sense of *vitality* and *learning*’ (Spreitzer et al., 2005).

3.2.4 Control Variables

In research, it is preferable to obtain data of demographic variables, even though these variables are not incorporated in theoretical model. The study control different variables that might have affect the results. The study controls four of the personal characteristics: *age, gender, marital status and tenure*. According to Guidice and Mero (2012) these variables may potentially affect one of the dependent variables (i.e. job performance).

Age relates to both components of thriving i.e., vitality and learning. That is to say work might be supplementary exhausting for older employees and diminish vitality (Niessen et al., 2012; Uchino et al., 2006). It is also argued that age is negatively associated with the ability to learn and willingness to learn.

Gender and tenure at work are also critical (Galup et al., 2008; Sumner and Niederman, 2003). A meta-analysis (Purvanova and Muros, 2010) suggests that women tend to be more exhausted and less vital at work compared to men. Finally, workers who worked fewer years might learn more compared with employees who worked for a longer time period at same company.

3.3 POPULATION AND SAMPLING

3.3.1 Target Population

Data is collected from manufacturing company (a spinning mill) situated at Punjab. Employees in the mill include general employees working as laborer, supervisors / managers. There are 536 employees in the mill further grouped into 13 different departments (10 line and 3 staff). Target population is all skilled employees working in the 10 line departments. Out of 461 employees in the 10 line departments, 170 are skilled workers.

Designation in which these skilled employees are posted includes head fitter, senior fitter, fitter, assistant fitter, foreman, assistant foreman, welder, turner, operators, assistant operators, jobber, doffer, auto winder, and card tender. These skilled workers are front-line workers and are directly involved in producing products. These workers exert different levels and frequency of physical effort for performing the task. These skilled employees are suitable for our study because their job designs are relevant for investigating the five job characteristics.

3.3.2 Sampling Design

The sampled departments are selected through probability proportionate to size sampling technique. This technique is preferred for current study because the probability of selecting a department (unit) is proportional to size of its population rather than equal chance of selection as in case of simple random sampling. By utilizing above technique, 7 departments are selected out of the 10 departments, consisting of 142 employees. This planned sample of 142 employees consists of 125 skilled employees and 17 supervisors / managers.

3.3.3 Actual Sample

Researcher administered 125 surveys to the sampled employees and received back complete and useable questionnaires in all aspects from 87 employees. The response rate is about 70 per cent. This response rate is above average and desirable in organizational research (Baruch and Holtom, 2008; Bordia et al., 2011). Then the 17 supervisors / managers complete the survey for their subordinates. Complete detail of population, sample and participants on the basis of departments and shifts are provided at the end of the thesis (Annexure D).

3.4 DATA COLLECTION

The primary data is collected through two different self-administered questionnaires from the employees and their supervisors/managers. For the dependent variables i.e. *absenteeism and performance*, data is collected from supervisors/managers questionnaire. Data for the measures of job characteristics and thriving at work is obtained from employee survey to minimize same source bias in this current study.

Our data have *lagged structure*: data for the measures of job characteristics, thriving at work and control variables taken in earlier days of the month whereas data for measures of absenteeism and employee performance obtained at the end of that month. Thus, the managers rate their subordinate's performance and comparative absenteeism over the past days. Approximately 3 weeks spends for collecting data through questionnaire from employees and subsequently 2 weeks we collected the performance and absenteeism data of particular employee from their immediate supervisor or manager who participates in the survey.

3.5 THE INSTRUMENT

The primary data is collected through a self-administered questionnaire from the employees and their supervisors/managers as mentioned earlier. It is a common technique in social sciences and is predominantly used because respondents simply answer the question. In current study researcher does not manipulate any situation or condition. Hence, researcher introduces topic, objective of the study and motivate the participants directly and clarify any confusion on the spot.

3.5.1 The Development of the Instrument

A personally-administered survey questionnaire is primarily selected from research conducted because it presents little problem or 100 % response (Neuman, 2000; Sekaran and Bougie, 2013). Most definitely, the study of (Hackman and Oldham, 1876-1980; Janssen and Yperen, 2004; Porath et al., 2012) and it is altered where being essential. All the items in the questionnaire are measured with seven-point Likert scale range from 1 to 7. The purpose is to assure the harmony as well as simplification in data computation (Brah and Lim, 2006).

The instrument splits into two parts. First part is for taking views of the participants (Annexure A) and in the second part, views from their corresponding supervisors or managers (Annexure B). In line with the researcher practices, the questionnaire has been kept short in length, because it is more preferable for general population (Neuman, 2000). First part is divided into four different sections. The order or sequences of sections as well as items are put up as short, pleasant, interesting and general questions first in order to support participants to feel more comfortable in responding (Neuman, 2000; Sekaran and Bougie, 2013). The details of different sections follow:

First section consists of eight items regarding the personal information of the employee's mandatory with supervisor's name. Second section covers ten items of thriving at work construct, five items for each of the sub-dimension i.e. learning and vitality. In third section, researcher asked five questions about the *objectivity* of the job (measures of Job characteristics; i.e., skill variety, task identity, task significance, autonomy and feedback). And finally in section four, total ten items regarding the *description* of the job (measures of Job characteristics; skill variety, task identity, task significance, autonomy and feedback) are incorporated.

We have divided the second part of the survey instrument into four sections which are as follows:

Total four items are asked about managers or supervisors personal information in section one and in section two only one question regarding the supervisory aspect (tenure of the relationship). In the section three, researcher incorporated five questions about the rating of subordinate's performance and finally in section four, incorporated two questions about the comparative absence of subordinates.

3.5.2 Urdu Translation

Study instrument, its design and high quality translations if needed are vital for research (Behr and Scholz, 2011). The whole procedure from the point of translation into target language and the techniques for back-translation is rare in research. It needs critical phases in adoption of developed instruments because of the cultural and linguistic variations. Cross national and cross cultural research that is normally based on the "ask-the-same question" method as explained by Harkness, (2003) (as cited by Behr and Scholz, 2011). Translation and the assessment procedure have been developed over the past decades for the purpose to ensure the quality).

Current study chooses translation procedure described by Brislin (1976) and used by (Birnbaum et al., 1986; Hernandez and Watkins, 2003). It consists of four translation steps. These steps are: 1) forward translation, 2) assessment of forward translation for clarity, language and cultural adequacy, 3) back translation, 4) assessment of back translation for conceptual equivalence. Lastly, the translated version is also tested through preliminary questionnaire assessment study.

3.5.2.1 Forward Translation

The instrument is initially translated from English to Urdu by those translators whose mother language is the target one. These individuals are known to the scholar for their expert skill in translation of documents. Few participants are professional teachers and fluent in both languages. Other translators are the M.Phil. scholars, Ph.D. scholars and Assistant professor, proficient in both languages. Forward translators are permanent citizens at province of Punjab in which the research is going to be administered. Prior to the start of this process, precise information regarding the application of the instrument is provided to all participants.

3.5.2.2 Assessment of Forward Translation

The Urdu translation is later presented to additional participants. These individuals have advanced degrees in disciplines i.e., English and Management. These individuals are requested to review each item of both the instruments (Urdu and English) independently. These experts have change the items wholly and partially which they judge to be the best in terms of clarity. Precautions were taken such that each constructs' item express only single idea. Also the item should not contain any ambiguous word or phrase.

Furthermore, the emphasis is to generate items that should be easy to read and understand by common individual. Utmost attempt are made to utilize simple and common language that is used by the general population. The basic aim is to make every item appropriate and relevant as much as possible for the culture (Behr and Scholz, 2011) in which research is being conducted. After all the cautions and understanding among the individuals, a consensus translated version instrument is developed. Therefore, the wording, language and the questions asked, best fit to target participants' opinions.

3.5.2.3 Backward Translation

In the third step, the consensus Urdu version of translation is then provided to additional participants those are proficient in Urdu and English. These participants are research scholars / teacher, whose native languages were Urdu and held a degree in English. One of the participants is Ph.D scholar; three of them are M.Phil. in English while the remaining participants have master degrees in English. Two of them are assistant professors while the others are lecturer and they are all engaged in teaching English Language and Literature at graduate level.

The age of the participants lies between 28 to 40 years. They are all knowledgeable and having minimum 5 years' experience in backward translation. These participants are told to back translate the questionnaire from Urdu into English. They have provided valuable suggestions for improving the questionnaire and also identified corrections in grammar, word usage or diacritical markings deemed necessary in the Urdu translated provided.

3.5.2.4 Assessment of Backward Translation

The assessment of backward translation is done by the researcher itself and a Ph.D. / researcher expert in supervising M.Phil. and Ph.D. students at one of the well-established research institute. He is experienced in the development of questionnaires and its translation to overcome the language barrier in non-western culture. In this assessment procedure the evaluators carefully reviewed every item and came up on a mutual consensus regarding the meaning of all questions.

3.5.2.5 Preliminary Questionnaire Assessment

In order to evaluate the questionnaire and confirm that is it comprehended by the respondents as well as translated accurately, a preliminary assessment is conducted. In the light of the recommendations and suggestions of the industry experts the questionnaire is modified by the researcher. Furthermore the changes were made under the supervision of a research expert to ensure its adaptability into the current research. Changes that are made in the word used in the questionnaire items are mentioned below in Table 3.1. The translated word in Urdu was replaced with a more understandable synonym in the same language. This replacement in the Urdu words further improved the understandability of the item.

Table 3.1
Changes made after Pilot Study

	Item No	English Words	Urdu Translation	Revised Translation
Thriving at Work	1	Often	<i>Bar Bar</i>	<i>Aksar</i>
	3	Improving	<i>Baihtar</i>	<i>Taraki</i>
	6	Vital	<i>Aaham</i>	<i>Zindaghe say bharpur</i>
	6	Alive	<i>Zinda</i>	<i>Geeta Jaghta</i>
	7	Energy	<i>Sakat, Taqat</i>	<i>Tawanae</i>
	7	Spirit	<i>Aspirit, Rukh</i>	<i>Jazba</i>
	8	Alert	<i>Chokanna</i>	<i>Chokas</i>
Job Characteristics	1	Variety	<i>Tanou</i>	<i>Variety</i>
	2	Identifiable	<i>Kabel-e-tawseq</i>	<i>Kabel-e-shanakht</i>
	3,11	Important	<i>Zarore</i>	<i>Aaham</i>
	4	Autonomy	<i>Azadi</i>	<i>Khud Mukhtare</i>
	5,15	Performance	<i>Amal Kam</i>	<i>Karkardaghe</i>
	10	Affected	<i>Mutasir</i>	<i>Asar Andaz</i>
	12	Personal Initiative	<i>Pahla Qadam</i>	<i>Zati Paish Kadme</i>
	15	Clues	<i>Pata or Neshan</i>	<i>Esharay</i>
	6	Complex	<i>Ulja Huwa</i>	<i>Pacheeda</i>
	8	Arrange	<i>Intezam</i>	<i>Tarteeb</i>
	13	Freedom	<i>Khud Mukhtare</i>	<i>Azadi</i>
	3, 11	Significant	<i>Aaham</i>	<i>Numayan</i>

3.5.2.6 Pilot Study

After incorporating aforementioned changes in few items, pilot study is conducted to further examine the comprehension of the each item in the instrument from the skilled workers and their supervisors/managers. From the feedback, it is recognized that there is no vagueness in understanding of terminologies and items. Therefore no further customization of the items is needed and the instrument is perfectly ready for administration.

3.5.3 Administration Procedure

First of all, researcher personally met supervisors and managers of different departments and discuss with them the purpose of the study. All participants including supervisors and managers agreed to cooperate in research straight forwards because we already had a strong top management support. Researcher initiates the procedure by taking into consideration the

basic information (i.e. name and designation) of the target sample from supervisors or managers. Then in accordance to the information provided the researcher inducted the information onto the questionnaires and then handed it over to the respondents personally. Total 125 questionnaires are distributed to target employees in the 7 sampled departments after the identification from their supervisors and managers to whom they report. After collecting the responses from skilled workers, we then delivered the second part of the questionnaire to the 17 respective supervisors for job performance and absenteeism data following the next day of staff responses.

3.6 MEASUREMENT AND SCALES

3.6.1 Job Performance

The in-role employees' job performance is measured using a widely used scale (Podsakoff and Mackenzie, 1989; Janssen and Yperen, 2004). The scale consists of 5 items anchored on seven-point Likert scale ranging from 1 = *always* to 7 = *never*. A sample item is "*This worker always completes the duties specified in his/her job description.*" Adequate level of reliability is achieved for job performance scale (Alpha 0.70). These items are used without any customization.

3.6.2 Absenteeism

In current study we have developed a 2 item comparative absenteeism scale: (a) "*This worker remains absent from the Mill*" and (b) "*Even when present in the Mill, he stays absent during working hours from the job.*" The supervisors / managers are asked to rate a subordinate in terms of his absence from work in comparison with the other subordinates. The items are rated on seven-point Likert scale ranging from 1 = *least of all* to 7 = *most of all*. Adequate level of reliability is achieved for absenteeism scale (Alpha 0.77).

3.6.3 Job Characteristics Dimensions

The measures of five job characteristics dimensions are taken from *Job Diagnostic Survey* developed by Hackman and Oldham (1976-1980). The scale of all five dimensions consists of 15 items divided into two sections and therefore anchored on two different seven-point Likert scales.

First section consists of 5 items in which researcher asked one question from each of the five dimensions. In these items the employees are asked about the extent of objectivity for each of the five job dimensions. The scale in this part consist of seven point Likert scale ranging from 1 = *very little* to 7 = *very much*. For example, the item skill variety dimension is “*How much variety is there in your job?*” and that for Task Identity dimension is “*To what extent does your job involve doing a “whole” and identifiable piece of work.*”

Second section consists of 10 items in which the participants are asked to describe their job. The scale in this part consists of seven point Likert scale ranging from 1= *very inaccurate* to 7 = *very accurate*. Sample item from task significance dimension includes “*This job is one where a lot of other people can be affected by how well the work gets done.*” and that for autonomy dimension includes “*The job gives me considerable opportunity for independence and freedom in how I do the work*”. Adequate to very good level of reliability is achieved for the individual job dimension’s scales. The overall reliability of the construct used to measure the strength of the five job characteristics dimension is Alpha 0.94.

In second part we have also incorporate reversed coded items in proportion of one item each. These reversed coded items are dispersed in the whole part. The negative items normally confuse participants (Sekaran and Bougie, 2013). In order to reduce this confusion, researcher has highlighted the “negative items” to attract the intension of participants.

3.6.4 Thriving at Work

Thriving at work is measured using 10 items developed by Porath et al., (2012). The scale consists of two dimensions with 5 items each from both *learning* and *vitality*. Both dimensions are measured with seven-point Likert scale ranging from 1 = *very strongly disagree* to 7 = *very strongly agree*. A sample item from the *learning* dimension is “*I find myself learning often*” and for *Vitality* dimension is “*I feel alive and vital*”. Vary good level of reliability is achieved for the scale (Alpha 0.87).

CHAPTER 4

DATA ANALYSIS AND INTERPRETATIONS

4.1 PARTICIPANT'S CHARACTERISTICS

4.1.1 Participants Work Shift by Marital Status

The distributions of participants work shifts by their marital status are presented in Table 4.1. Of the total 87 skilled workers responded to the survey, representation of each of the shift has been obtained. The largest representation is from the general shift i.e. 57.5%, the representation of the shift A, B and C are 19.5%, 6.9% and 16.1% respectively. The sample is evenly distributed between single and married participants. The complete detail about the frequencies and percentages of the participants working shifts by their marital status is shown in Table 4.1.

Table 4.1
Participants Work Shift by Marital Status

Variables	Category	Marital Status				Total	
		Single		Married		Freq	%
		Freq	%	Freq	%		
Work Shift	General	26	60.5	24	54.5	50	57.5
	Shift A	8	18.6	9	20.5	17	19.5
	Shift B	2	4.7	4	9.1	6	6.9
	Shift C	7	16.3	7	15.9	14	16.1
Total		43	100	44	100	87	100

4.1.2 Participant's Department by Marital Status

The 87 participants of the study belong to seven departments. The representation of the participants in the sample is very much reflective to the total size of the respective department. The distribution of the participants by their marital status is mentioned below in Table 4.2. The largest representation of participants is from the ring department i.e. 23 (57.5%), followed by auto cone 19 (21.8%) and about 19% participants are from each of the carding and Drawing/Simplex department. From the smaller departments like power house and repairing, 5 and 2 employees participated in the survey. The complete detail about the frequencies and percentages of the participants working departments by their marital status is shown in Table 4.2.

Table 4.2
Participants Department by Marital Status

	Department's Name	Marital Status				Total	
		Single		Married		Freq	%
		Freq	%	Freq	%		
Departments	Auto Cone	7	16.3	12	27.3	19	21.8
	Blow Room	1	2.3	4	9.1	5	5.7
	Carding	7	16.3	9	20.5	16	18.4
	Drawing/Simplex	10	23.3	7	15.9	17	19.5
	Power House	2	4.7	-	-	2	2.3
	Ring	13	30.2	10	22.7	23	26.4
	Repairing Work Shop	3	7.0	2	4.5	5	5.7
Total		43	100	44	100	87	100

4.1.3 Participant's Characteristics

The age of the 87 participants ranges from 18 to 52 years, with an average age of about 27 years. Average formal education of the participants is about 8 years. For labor class in Pakistan this is not surprising. Furthermore, average tenure of the participants is 2.59 years. Lastly; the average supervisor's tenure is 2.02 years with a range from 1 to 6 year.

Table 4.3
Participants' Characteristics

Subordinates	Min	Max	Mean	SD
Age (years)	18.0	52.0	26.90	7.57
Formal Education (years)	5.0	14.0	8.40	1.47
Mill Tenure (years)	1.0	16.0	2.59	2.33
Supervisor Tenure (years)	1.0	6.0	2.02	1.22
Mangers				
Age (years)	32.0	55.0	39.44	4.94
Formal Education (years)	8.0	14.0	10.39	1.95
Experience (years)	1.0	6.0	2.99	1.44
Span of Control	2.0	17.0	5.12	3.76

Managers' age appears in-between 32 years to 55 years, with an average age is about 39 years. Average formal education of the mangers is about 10 years with a range of 8 years to 14 years. Managers reported mean working experience of about 3 years. Span of control of managers ranges from 2 to 17 employees, where average span of control is about 5 employees. The complete detail is shown in Table 4.3.

4.2 DESCRIPTIVE STATISTICS

4.2.1 Descriptive Statistics of the Study Variables

Table 4.4 shows the descriptive statistics of the study variables. All the study variables are measured with seven-point Likert scale range from 1 to 7. Minimum range of response of all the study variables are in-between 5 to 5.6 and the maximum value appears in-between 6.6 to 7 except absenteeism. These values are very high. The mean range from 5.85 to 6.42 and standard deviation ranges from 0.31 to 60. For complete detail see Table 4.4.

Table 4.4
Descriptive Statistics of the Study Variables

Variables	Min	Max	Mean	SD
1. Job Characteristics	5.1	6.9	5.98	0.51
○ <i>Skill Variety</i>	5.0	6.7	5.85	0.50
○ <i>Task Identity</i>	5.3	7.0	6.11	0.57
○ <i>Task Significance</i>	5.0	7.0	5.83	0.58
○ <i>Autonomy</i>	5.0	7.0	5.98	0.60
○ <i>Feedback</i>	5.0	7.0	6.12	0.56
2. Thriving at Work	5.3	6.6	6.05	0.46
○ <i>Learning</i>	5.4	6.8	6.09	0.48
○ <i>Vitality</i>	5.2	7.0	6.01	0.49
3. Job Performance	5.6	7.0	6.42	0.31
4. Absenteeism	1.0	3.0	1.47	0.55

4.2.2 Reliability Analysis of the Scales

Cronbach's Alpha scores are estimated for every construct (job dimensions, thriving at work; individual dimension as well as combined, job performance and absenteeism) to determine the inter item consistency. Kline (1998) pointed out that a reliability coefficient of approximately 0.90 can be considered "excellent", values close to Alpha 0.80 as "very good" and value just about Alpha 0.70 as "adequate", relying on the questions. In current study, all scales have level of reliability coefficients ranging from adequate to very good. That is alpha for all the scales are above 0.70 (Table 4.5)

More importantly the Cronbach's Alpha in current study is consistent with other studies. For example, the alpha for thriving at work is 0.90 in the study of Carmeli and Spreitzer (2009); and this alpha is 0.85 and 0.88 in the

studies of Niessen et al., (2012) and Porath et al., (2012) respectively. For the current study the alpha for thriving at work is 0.87, which is very much similar to the previous findings as mentioned above.

Table 4.5
Reliability of Variables

Variables	Items	Alpha	Level of Reliability
1. Job Characteristics	15	0.95	Very Good
○ <i>Skill Variety</i>	3	0.76	Adequate
○ <i>Task Identity</i>	3	0.81	Very Good
○ <i>Task Significance</i>	3	0.75	Adequate
○ <i>Autonomy</i>	3	0.85	Very Good
○ <i>Feedback</i>	3	0.70	Adequate
2. Thriving at Work	10	0.87	Very Good
○ <i>Learning</i>	5	0.73	Adequate
○ <i>Vitality</i>	5	0.82	Very Good
3. Job Performance	5	0.70	Adequate
4. Absenteeism	2	0.77	Adequate

Similarly reliability of job characteristics is very much near to the study conducted by Birnbaum et al., (1986) in China. They find that the alphas for skill variety, task identity, task significance, autonomy and feedback are 0.785, 0.724, 0.814, 0.838 and 0.712 respectively. Furthermore current study has more congruity as regards to reliability with Hackman and Oldham, (1975).

4.2.3 Comparisons of Study Variables by Marital Status

Before comparisons of means of the study variables for the married and single participants, we applied Kolmogorov-Smirnov Z to test normality assumption (Annexure C). The normality is not assumed therefore, Mann-Whitney is the suitable Statistics to test the significance of the mean differences. We find that married and single participants are statistically same in terms of all study variables. The complete detail is shown in Table 4.6.

Table 4.6
Comparisons of Study Variables by Marital Status

Variables	Sector	Mean	SD	P-value
1. Job Characteristics	Single	5.94	0.57	ns
	Married	6.02	0.45	
○ <i>Skill Variety</i>	Single	5.81	0.56	ns
	Married	5.90	0.43	
○ <i>Task Identity</i>	Single	6.09	0.61	ns
	Married	6.12	0.54	
○ <i>Task Significance</i>	Single	5.77	0.62	ns
	Married	5.89	0.55	
○ <i>Autonomy</i>	Single	5.95	0.68	ns
	Married	6.02	0.52	
○ <i>Feedback</i>	Single	6.07	0.60	ns
	Married	6.17	0.53	
2. Thriving at Work	Single	6.03	0.51	ns
	Married	6.07	0.40	
○ <i>Learning</i>	Single	6.04	0.52	ns
	Married	6.13	0.45	
○ <i>Vitality</i>	Single	6.01	0.57	ns
	Married	6.01	0.42	
3. Job Performance	Single	6.41	0.32	ns
	Married	6.42	0.30	
4. Absenteeism	Single	1.44	0.56	ns
	Married	1.50	0.54	

4.3 CORRELATION'S MATRIX

Table 4.7 provides bivariate correlations among all study variables. The correlations coefficients are in the anticipated directions and provide initial support for the study hypotheses. Consistent with our hypotheses, the bivariate correlations indicate that thriving at work is positively related to the job characteristic's ($r = 0.854$, $p < 0.01$) and in accordance with H3. The results show that thriving at work is positively associated with job performance ($r = 0.280$, $p < 0.01$) and negatively associated with absenteeism ($r = -0.446$, $p < 0.01$). Both these coefficients are consistent with the H1 and H2 respectively. We also found that there is a negative relationship between job performance and absenteeism ($r = -0.271$, $p < 0.05$). Furthermore, all of the study variables are not significantly associated with the control variables.

Table 4.7
Correlation's Matrix

Variables	Alpha	1	2	3	4	5	6	7
1. Age		1						
2. Formal Education		0.091	1					
3. Mill Tenure		0.280**	-0.002	1				
4. Supervisor Tenure		0.260*	-0.031	0.647**	1			
5. Job Characteristics	0.95	0.034	0.019	-0.121	-0.027	1		
6. Thriving at Work	0.87	0.087	0.008	-0.055	-0.042	0.854**	1	
7. Job Performance	0.70	0.038	0.009	-0.080	-0.167	0.280**	0.377**	1
8. Absenteeism	0.77	-0.106	-0.007	0.041	0.027	-0.415**	-0.446**	-0.271*

* $P < 0.05$, ** $P < 0.01$

4.4 HYPOTHESES TESTING

4.4.1 Job Characteristics and Thriving at Work

To test the study hypotheses, we have used hierarchical linear modeling (Bryk and Raudenbush, 1992). The study proposes that *there is a positive association between job characteristics (skill variety, task identity, task significance, autonomy, and feedback) and thriving at work*. First of all we find that control variables are not significantly affecting thriving at work (Step 1a, Table 4.8). In step 2a (Table 4.8), when job characteristics (independent variable) is regressed on the thriving at work (intervening variable) along with the control variables, the regression coefficient is significant ($\beta = 0.861$, $P < 0.01$; $R^2 = 0.739$). Thus *H3 is strongly supported* (Regression equation 4.1).

$$\begin{aligned} \text{Thriving at Work} = & 0.058 \text{ Age} - 0.016\text{FE} \\ & + 0.094\text{MT} - 0.095\text{ST} + 0.861\text{JC} \end{aligned} \quad (4.1)$$

where

FE = Formal education, MT = Mill Tenure,
ST = Supervisor Tenure JC = Job Characteristics

Table 4.8
Hierarchical Linear Regression for Thriving at Work

Variables	Step 1a	Step 2a
Age	0.114	0.058
Formal Education	-0.003	-0.016
Mill Tenure	-0.070	0.094
Supervisor Tenure	-0.026	-0.095
<i>Independent</i>		
Job Characteristics		0.861**
R^2	0.015	0.739

* $P < 0.05$; ** $P < 0.01$

4.4.2 Thriving at Work and Job Performance

The first hypothesis states that *there is a positive association between thriving at work and performance*. The testing of this hypothesis is presented in Table 4.9. First of all we find that control variables are not significantly affecting job performance (Step 1b). Then job characteristics (independent variable) is regressed on the job performance (dependent variable) along with the control variables (Step 2b), the regression coefficient is significant ($\beta = 0.283$, $P < 0.01$; $R^2 = 0.114$). Lastly, in Step 3b thriving at work (intervening variable) is also regressed on job performance along with job characteristics (independent variable) and control variables, the regression coefficient is significant ($\beta = 0.480$, $P < 0.05$; $R^2 = 0.174$). Thus *H1 strongly supported* (Regression equation 4.2).

$$\begin{aligned} \text{Job Performance} = & 0.038\text{Age} - 0.002\text{FE} + 0.042\text{MT} \\ & - 0.187\text{ST} - 0.130\text{JC} + 0.480\text{TW} \end{aligned} \quad (4.2)$$

where

FE = Formal education, MT = Mill Tenure,
ST = Supervisor Tenure JC = Job Characteristics
TW = Thriving at Work

Table 4.9
Hierarchical Linear Regression for Job Performance

	Step 1b	Step 2b	Step 3b
<i>Control</i>			
Age	0.084	0.066	0.038
Formal Education	-0.005	-0.009	-0.002
Mill Tenure	0.033	0.087	0.042
Supervisor Tenure	-0.210	-0.233	-0.187
<i>Independent</i>			
Job Characteristics		0.283**	-0.130
<i>Mediator</i>			
Thriving at Work			0.480*
R^2	0.036	0.114	0.174

* $P < 0.05$; ** $P < 0.01$

4.4.3 Mediation of Thriving at Work between Job Characteristics and Job Performance

The forth hypothesis states that *thriving at work mediates the relationship between job characteristics and job performance*. The study uses Baron and Kenny's (1986); Judd and Kenny (1981); and James and Brett (1984) methodology to test the intervening hypothesis. In this methodology, three linear regression equations are compulsory to execute. Firstly, the independent variable should significantly influence the dependent variable. Secondly, the independent variables should influence the intervening variable. Thirdly, the intervening variable should influence the dependent variable. Furthermore, the effect of independent variable on dependent variable should also reduce in magnitude in the third equation than in the second equation. In order to give full support, the independent variable should not affect the dependent variable when the intervening variable is controlled.

From Step 2b (Table 4.9), the first condition is satisfied and we have noted that the independent variables (job characteristics) significantly relates ($\beta = 0.283$, $P < 0.01$) to the dependent variable (job performance). The second condition and third condition correspond to our *H3* and *H1*. Since we have found significant support of these hypotheses under 2a (Table 4.8) and Step 3b (Table 4.9) respectively. Finally, when thriving at work (intervening variable) is entered in the model for job performance (dependent variable), the regression coefficient for job characteristics (independent variable) reduces in magnitude and has also become insignificant ($\beta = -0.130$, $P < 0.05$;

$R^2 = 0.174$). Thus there is a full *support for H4*. The regression equation for the final step is as under.

$$\begin{aligned} \text{Job Performance} = & 0.038\text{Age} - 0.002\text{FE} + 0.042\text{MT} \\ & - 0.187\text{ST} - 0.130\text{JC} + 0.480\text{TW} \end{aligned} \quad (4.3)$$

where

FE = Formal education, MT = Mill Tenure,
 ST = Supervisor Tenure JS = Job Characteristics
 TW = Thriving at Work

4.4.4 Thriving at Work and Absenteeism

The second hypothesis states that *there is a negative association between thriving at work and absenteeism*. The testing of this hypothesis is presented in Table 4.10. First of all we find that control variables are not significantly affecting absenteeism (Step 1c). Then job characteristics (independent variable) is regressed on the absenteeism (dependent variable) along with the control variables (Step 2c), the regression coefficient is significant ($\beta = -0.412$, $P < 0.01$; $R^2 = 0.183$). Lastly, in Step 3c thriving at work (intervening variable) is also regressed on absenteeism along with job characteristics (independent variable) and control variables, the regression coefficient is significant ($\beta = -0.321$, $P < 0.10$; $R^2 = 0.210$). Thus *H2 is supported* (Regression equation 4.4).

$$\begin{aligned} \text{Absenteeism} = & -0.085\text{Age} + 0.006\text{FE} + 0.017\text{MT} \\ & + 0.022\text{ST} - 0.136\text{JC} - 0.321\text{TW} \end{aligned} \quad (4.4)$$

where

FE = Formal education, MT = Mill Tenure,
 ST = Supervisor Tenure JC = Job Characteristics
 TW = Thriving at Work

Table 4.10
Hierarchical Linear Regression for Absenteeism

	Step 1c	Step 2c	Step 3c
<i>Control</i>			
Age	-0.130	-0.103	-0.085
Formal Education	0.005	0.012	0.006
Mill Tenure	0.065	-0.014	0.017
Supervisory Tenure	0.019	0.052	0.022
<i>Independent</i>			
Job Characteristics		-0.412**	-0.136
<i>Mediator</i>			
Thriving at Work			-0.321[^]
R^2	0.017	0.183	0.210

[^]P < 0.10; *P < 0.05; **P < 0.01

4.4.5 Mediation of Thriving at Work between Job Characteristics and Absenteeism

The fifth hypothesis states that *thriving at work mediates the relationship between job characteristics and absenteeism*. The study also uses same Baron and Kenny's, (1986) methodology explained earlier to test this intervening hypothesis.

From Step 2c (Table 4.10), the first condition is satisfied and we have noted that the independent variables (job characteristics) significantly relates ($\beta = -0.412$, $P < 0.01$) to the dependent variable (absenteeism). The second condition and third condition correspond to our *H3* and *H2*. Since we have found significant support of these hypotheses under 2a (Table 4.8) and Step 3c (Table 4.10) respectively. Finally, when thriving at work (intervening variable) is entered in the model for absenteeism (dependent variable), the regression coefficient for job characteristics (independent variable) reduces in magnitude and has also become insignificant ($\beta = -0.136$, $P < 0.05$; $R^2 = 0.210$). Thus there is a full support for *H5* (Regression equation 4.4).

4.5 SUMMARY OF THE RESULTS

The results of the study hypotheses are mentioned below in Table 4.11. According to the proposed hypotheses *H1*, *H3*, *H4*, and *H5* are fully supported instead of *H2* which is partially supported.

Table 4.11
Results of the Hypotheses

#	Description of Hypotheses	Results
H1	There is a positive association between <i>thriving at work</i> and <i>performance</i>	Strongly Supported
H2	There is a negative association between <i>thriving at work</i> and <i>absenteeism</i> .	Supported
H3	There is a positive association between <i>job characteristics</i> (skill variety, task identity, task significance, autonomy, and feedback) and <i>thriving at work</i> .	Strongly Supported
H4	Thriving at work mediate the relationship between the <i>job characteristics</i> and <i>Job performance</i>	Strongly Supported
H5	Thriving at work mediate the relationship between the <i>job characteristics</i> and <i>absenteeism</i> .	Strongly Supported

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 DISCUSSION OF RESULTS

This study is a unique attempt to look at the combined effect of five job characteristics on thriving at work (psychological) and two behavioral outcomes i.e. job performance and absenteeism at private manufacturing company situated in Pakistan. The present research contributes to a better understanding of thriving at work by linking it to theoretically critical behavioral outcome variables (job performance and absenteeism). Furthermore, it introducing and testing its association with new set of antecedents (skill variety, task identity, task significance, autonomy and feedback). The study contributes to the job design literatures by empirically supporting the mediating role of thriving at work of the employees between job characteristics and job performance as well as between job characteristics and absenteeism. The empirical results are largely in favor of the hypothesized statements. There are seven main results of the current study. The discussions of these results are as follows.

Firstly, we find that *thriving at work is positively associated with job performance*. Thriving serves as an important self-regulatory mechanism. Thrived employees exert more effort and energy to perform their task performance as they enjoy work. The leaders and supervisors those who are monitoring their thrived subordinates' better evaluate them in subjective performance and rate them exceptional satisfactory while appraising them. The greater the employees' learn and thrive at the work place, the more likely it is that the workers would perform better. When employees sense that they are experiencing an environment of continuous learning and vitality at work, they collaborate to develop a sense of forward momentum at workplace in terms of performance.

This result is consistent with the findings of (Paterson et al., 2013; Porath et al., 2012). In line with Porath et al., (2012), this study empirically demonstrates and contributes to organizational work that thriving at work is a pivotal construct and beyond the traditional constructs - such as satisfaction and organizational justice and commitment - which has been studied to predict performance.

Secondly, we find that *thriving at work is negatively associated with absenteeism*. One way to look at this is that when employees sense that their work environment is full of learning and energy, they are less susceptible to burnout (Porath et al., 2012). Therefore, when the employees' are thriving at the work place, they prefer to come regularly at work to learn new skills and actively participate to establish a successful career path. The empirical finding shows that the more the employees' thrive, the less likely worker stay absent from work. Therefore, emphasis on thriving is a cost effective way to reduce the absenteeism.

Thirdly, we find that the *five core job dimensions are positively related to thriving at work*. The motivational job dimensions transform individual's psychological state and lead to thrive during work. This may be so because enriching job plays a vital role for employee's learning and energetic role. This may be relevant to mention here that researchers have taken the five core job characteristics as an integrated measure or as five separate characteristics. For the more parsimonious explanation of the effect of job characteristics on thriving at work in this study, researcher have used set (mean measures) of job characteristics. Another purpose behind is that we want to know the *Synergetic Effect* of all the five job characteristics and similar with Brass, (1981) who studied intervening role of job characteristics between structural relationships and satisfaction and also with performance. Furthermore, Chang et al., (2013) predicted the set of all five job characteristics and turnover intention by taking the mean score of all these characteristics. Therefore, as motivational job dimensions, all five job dimensions are considered as a whole in this research.

The illustration of Oldham and Hackman, (2010) show that enlarged skill variety gives opportunities to enhance employees' skill set. Skill variety is helpful to overcome the problem of not learning and feeling of bored at work by performing repetitive jobs. Since thriving at work is a psychological state that is much affected by the context of work and a job instead of individual's private life (Porath et al., 2012). Herzberg (1966, 1976) suggests that managers have to enrich the job instead of simplifying them. As pointed out by Walker and Guest, (1952) that worker are inefficient at job in routine work in assembly line. Furthermore autonomy entails sharpening a person's self-management capabilities (Oldham and Hackman, 2010). Skill variety and autonomy lead worker to be internally motivated (Turner and Lawrence, 1965). These findings demonstrate that thriving at work is worthwhile for workers as well as for their employers - as it relates to lower burnout, high performance and positive health (Porath et al., 2012).

Fourthly, we find that five core job characteristics are positively related to job performance. From decades, researchers are providing theoretical

explanations to clarify the association between core job dimensions and job performance. Despite all this, the empirical support for this association is mixed. For instance Onukwube and Iyagba (2011) find a significant positive association between core job dimensions and job performance. Authors also find that strong positive relationship with subjective task performance than objective. Meta-analyses of the associations between core job dimensions and employee's performance show ample results. Earlier empirical researches exhibited that core job dimensions significantly affect performance (Holman et al., 2009; Humphery et al., 2007; Indartono and Chen, 2010; Morgeson and Humphery, 2006, 2008). However, empirically there is a contradiction on the effect of job dimensions on performance. For instance, Humphrey et al., (2007) indicate that core job dimensions are significantly and positively associated to high task performance. However, Fried and Ferris (1987) find that job dimensions have weak impact on performance. Humphrey et al., (2007) suggest furthering empirically clarifying the existing findings. The urgency is to check how different work and work change affect the relationship among core job dimensions and job performance. Another variability of findings of the relationship between core job dimensions and performance is might be the different conceptualizations and operationalization of these constructs (Onukwube and Iyagba, 2011).

Fifthly, the study find that *thriving at work fully intervene the relationship between job characteristics and job performance*. In retrospect, result for the full intervening model is not surprising. The results explain that job with motivational properties lead worker to learn and energized at work and consequently results in high job performance among workers. The result indicates the notion that when work is enriched through the motivational aspects (skill variety, task identity, task significance, autonomy and feedback from job itself), the workers are thriving at work. They exert greater efforts and dedication to their job and firm which results in greater job performance (Spreitzer and Sutcliffe, 2007). Cross et al., (2003), as cited by Spreitzer and Sutcliffe, (2007) find that when worker feel energized they perform better. Fostering the learning part of thriving is dependent on the stable job dimensions (Niessen et al., 2012). When worker continuously learn at work they leverage performance enhancement (Spreitzer and Sutcliffe, 2007). In the current study the workers were performing jobs which encompassed a wide array of skill variety. The possible explanation may be that workers inculcate high amount of skill variety in their jobs so that they may not feel bored. They are not performing the repetitive jobs on regular basis. In this way they learn new skills, abilities and knowledge for functioning more efficiently.

Sixthly, we find that core job characteristics negatively relate to absenteeism. The empirical results are somewhat contrary (Rentsch and Steel,

1998) and questionable. The finding of current study corresponds to Farrell and Stamm (1988), they found a strong relationship between various job characteristics and absenteeism. Contradictory, insignificant relationship between job characteristics and absence has been found by Bekker et al., (2005). The empirical findings are weaker than the theoretical reasoning among the relationship between the job characteristics and absenteeism.

Lastly, we find that *thriving at work intervene the relationship between job characteristics and absenteeism*. The findings explain that job with motivational properties lead workers to thrive at work and consequently result in low absenteeism not only at work but also comparatively with other colleagues at firms or industry where absenteeism rate is low. The result indicates the notion that when job is enriched with motivational elements (skill variety, task identity, task significance, autonomy and feedback from job itself) thriving among workers occurs. As a result workers are dedicated to their job and firm (Spreitzer and Sutcliffe, 2007) for the intension of learning new skills which results in low absenteeism. The learning part of thriving is positively proportionate to the stable job dimensions (Niessen et al., 2012). This may be so because when employees' feel thrived at work they are overwhelmed with the sense of learning and enjoyment. Hence the workers become more regular and refrain from being absent.

5.2 THEORETICAL CONTRIBUTION

Workplace is still evolving and new challenges are cropping up which are associated with work design (Oldham and Heckman, 2010). We anticipate that the result of current study provide greater understanding in Asian cultural aspects of Job characteristics. Study validates previous literature about the role of job characteristics on employees' behavior outcomes. Furthermore, the present study is the maiden attempt to theorize the presence of thriving at work (the psychological state) as an explanatory intervening mechanism between job dimensions and job performance and absenteeism. This theorization finds strong empirical support by our data.

Current study contribute to job design literature by translating the job diagnostic survey in Urdu and extend the past research (Birnbaum et al., 1986) by applying and testing the job characteristics model in manufacturing firm located in Punjab Pakistan.

Research is one of the first attempts to determine the effects of job dimensions on employees thriving at workplace in Pakistan. It also opens the doors to look at the engine and consequences of thriving at work in Asia. In

the manufacturing sector, in particular, the blue color workforce is comfortable in Urdu. Therefore, we provided the translated items for all of the constructs including the emerging measure of thriving at work (Porath et al., 2012) that has not yet been translated in any other language to the best of our knowledge.

We contribute to the emerging work on job design by considering the five job dimensions as an integrated construct named as job characteristics. We examine a synergetic effect of job dimensions on employee thriving. It gives more parsimonious results in two ways. First, it shows precise relationship of job characteristics on employee thriving. Second, explain more parsimonious mediating role of thriving at work on performance and absenteeism.

The study contribute to research on workplace experience and to the emerging literature on job design matters by explaining how job should be design in such a way that make employees to thrive at work.

The main contribution of the current study is in the field of organizational behavior by exploring that thriving at work which is a valuable new construct that promoting a thorough understanding of workplace experience.

We also extend Job Characteristics Theory that focuses on job design matters. Here we explore and explain that thriving at work is another critical psychological state compared to experienced meaningfulness of work, experience responsibility and knowledge of the actual results highlighted by Hackman and Oldham in the job characteristic model.

Study also contributed in literature by developing a comparative absenteeism measure. The measures are very useful in situation where the absenteeism is very low or not exist in any organization. With the help of this measure we can determine the absenteeism of an employee in comparison to other work colleagues in the same department or same job.

Researchers are analyzing the human aspects of job design in the past. Nowadays practitioner and researcher are finding the reasons of alienation and dissatisfaction, low motivation, lateness, high absenteeism and turnover. The responsibility is lies with those who design work system (Oldham and Heckman, 2010). Theory and research are more focusing on developing the quality of work life and productivity simultaneously. The impressive theoretically-base developed model is analyzed, coupled with support of other expected associations among concepts. It is proposed that the job dimensions model may be extended with thriving at work which further advanced our

understanding of the vital construct. Present study is one of the studies that spread the thriving at work to job design and also empirically tested.

Spreitzer et al., (2005) recognize climate and discretion is identical to autonomy which Niessen et al., (2012) emphasized to look at the effect of autonomy on workers thriving. Current study in extend our understanding that the autonomy lead worker to thrive at work.

5.3 PRACTICAL IMPLICATIONS

The study provides very useful implications for managers and practitioners. As explained earlier, the motivational job dimensions have direct and indirect effect to influence workers to positive behaviors (performance and less absenteeism). Thrived workers are less vulnerable to burnout (Porath et al., 2012) which leads them to be present at work. Emphasis on thriving at work could be cost effective method to eradicate absenteeism. To achieve favorable outcomes with the help of thriving, management has to gauge worker's thriving on regular basis and try to develop means to encourage it (Porath et al., 2012).

The current research argues that job dimensions have significant and positive impact on workers thriving in manufacturing firm. If a manufacturing firm aims to keep up a distinct place in competing situation, it is crucial for the managers to enhance the workers performance and motivate them to be present at work. Therefore, this research suggests the managers of manufacturing firms to enhance thriving among workers through the job design (or redesign), such as increasing their autonomy to take independently and voluntarily decisions.

Managerial endeavor should involve restructuring the job of thrived workers so that it gives the worker high amount of autonomy at job, high skill variety to fulfill work duties with supporting and respectable feedback about their work performance. Furthermore, the managers have to make sure that the workers complete an entire and identifiable piece of work. In extension, managers should continuously gauge the strength of workers' adaption to the work context and reassign work or further adjust them into contexts by restructuring the jobs for their comfort.

Learning more often rely on stable job characteristics (Neissen et al., 2012), so the management should have to provide stable job dimensions for continuous learning. In order to take advantage, management should have to design, redesign or change jobs to increase the motivational job dimensions. Recent changes at workplace by introducing the self-managing teams and

greater flexibility increase the scope, challenge and autonomy of front-line workers (Oldham and Heckman, 2010). Recent work by Porath et al., (2008) suggests that companies can facilitate thriving by decision making discretion and feedback. The job might be the combination of all the job dimensions such as variety, identity, significance, autonomy, feedback or all dimensions together depending on jobs to jobs. By concentrating on these contextual properties, management promotes thriving, enhance performance and eliminate absenteeism. For example, to enhance autonomy, decision making or empower should be given to worker in performing different task, resources, or time.

Furthermore, it offer worker to develop own plans and chase self-determined objectives. To gain task significance, management should enhance feelings among worker that they are important part of the team and they have the ability to make difference in firm. They should have to build consciousness between workers that they are doing very valuable and important job in the company. It is possible by constantly reminding them how significant is their job and their role in contributing to company progress (Krishnan et al., 2010). Management should not let the worker to obliterate the worth to team. Skill variety is helpful to overcome the problem of routine work and repetitive jobs. As pointed out Walker and Guest, (1952) that routine work in assembly line that worker negates the efficiency at job. Herzberg, (1966, 1976) suggested that managers have to enrich the job instead of simplified.

Learning at workplace is very important for employee's thriving. Managers and administrators have to offer prospects for knowledge gain and acquisition during working environment (Niessen et al., 2012) which leads the wellbeing and self-growth.

5.4 LIMITATIONS AND FUTURE DIRECTIONS

Current study has recognized few methodological limitations to appreciate the results. The present study has few limitations. First, the results of the current study are grounded on cross-sectional data, so causal reasoning cannot be drawn from it. The causal effects between job characteristics and thriving at work and between the thriving at work attitude and identified job characteristics and performance and absenteeism behavior. On the other hand cannot grab social mechanism or change (Neuman, 2000). Only longitudinal study would propose this possibility (Hanies and St-Onge, 2012). Only one study has examined thriving at work to analyze the mico processes (Niessen et al., 2012). Future study may attempt to determine the thriving at work through experience sampling methodology to capture during day level thriving.

Second, data is collected with self-report questionnaires, so the consequences of the relationships may be inflated by common method variance (Campbell and Fiske, 1959; Podsakoff et al., 2003; 2012; 2013; Podsakoff and Organ, 1986). Even though efforts are made to minimize same source bias in this current study, it should be noted that same source bias is not problematic in research as indicated by Avey et al., (2008) and Spector (2006). This is particularly true in case of job dimensions (Faried and Ferris, 1987). The biases may have confounded our results and may restrain our assurance what we conclude about the causality

Third, the responding sample of the manufacturing company situated in Punjab (Pakistan). So may not be representative of firm placed in other countrywide contexts and different sector. Careful consideration should be taken to generalize the findings to other context.

Fourth, our approach may expose the probability that the established relationship could be through spurious factors. We incorporate few control variables to eliminate the likelihood of spurious relationship. Even though, the chance of spurious effect cannot be ruled out completely (De-Stobbeleir et al., 2011). Theoretical model should assess over time at different situations.

Fifth, our focal emphasis in the study is on individual level. Over the time, the individual thriving at work attitude get shared and transformed into collective thriving at work through “schema collectivization” (McKinley et al., 2000). Future research in this direction will have benefits at various dimensions including groups as well as departmental levels (Spreitzer et al., 2005). It will help in advance knowledge how group and firm thriving. It is likely that group level thriving is higher as compared to joint computation of singles. For example, learning by individual shared immediately with colleagues to cropping up organizational learning (Spreitzer and Sutcliffe, 2007).

Sixth, current study adopted the job characteristics model because it is very popular model of job design. However, Morgeson and Humphrey, (2006) developed comprehensive model of work design by incorporating additional motivational elements. The other elements (e.g., social support) may give us a deeper understanding of the job characteristics at the work environment. Therefore, present study suggests that future research on thriving at work may adopt the comprehensive model called the work design by Morgeson and Humphrey, (2006).

Seventh, empirical finding shows that self-efficacy is positively related to vitality (Xanthopoulou et al., 2009) and to learning (Lee and Klein, 2002). Because learning and vitality both are the dimensions of thriving at work, so it is suggested here that the future study should look at the relationship between thriving at work and self-efficacy (Niessen et al., 2012).

Eighth, we have looked feedback from job itself as an antecedent of thriving at work. Future research should incorporate feedback from others which can foster thriving too (Niessen et al., 2012). Social interaction is very important for internal motivation (Morgeson and Humphrey, 2006; Oldham and Hackman, 2010). As suggested by Morgeson and his fellow explicitly preferred interaction outside the firm, social support and initiated and received interdependence. These aforementioned and other social facets are valuable investigating empirically to analyze thriving. These aspects may be more significant than job dimensions in one cultural setting or may be less prominent in other setting. Kilduff and Brass, (2010) acknowledged that social aspects of job are more relevant for understanding the acquisition of knowledge and skill. For example, interaction among workers and customers enhance learning. Customers give new information to job incumbents that honing his/her knowledge. Job dimension also provide opportunities for acquisition worker's knowledge and skill (Clegg and Spencer, 2007). But in real together motivational and social job characteristics enhance employee learning.

Ninth, current study has not looked at the reciprocal effect as proposed by Spreitzer et al., (2005) in socially embedded model. Further study should try to find the reciprocity relationship of thriving at work and performance as well as absenteeism.

Tenth, job dimensions are vital for analyzing the similarities and disparities among jobs (Gabr and Mohamed, 2012). According to Christianson et al., 2005 (as cited by Spreitzer and Sutcliffe, 2007) concluded that there is no significant variance among different jobs. Such that thriving experience by white collar, blue collar and professional. Possible explanation is that the workers at all jobs have potential to thrive. We argue that different jobs lead to different level of work motivation and job satisfaction. It might be possible that certain jobs i.e., fitter, foreman, welder, turner, operators, jobber, doffer, auto winder etc. contain elements which lead to thrive more as compared to other in spinning mill. So it is worth for analyzing the employees thriving at work among different jobs in spinning mills as well as in other manufacturing firms.

Finally, Oldham and Hackman (2010) themselves encourages the researchers to expand the JCM and its scope in the field of job design. This is true right now because of rapidly changes workplaces. The JCM does not take into account the new-popular forms of organizations and job design e.g., telecommuting, distributed work groups and virtual teams. Furthermore the cultures of many firms shift from top-down command and control approaches to greater emphasis on collaboration and decision-making. Now days many jobs are now be performed with greater interdependence and constant interconnection and communication with colleagues, customers and coordination with other stakeholders. Thus, employee's intrinsic motivation may be influences on interpersonal situation at work. Due to all these reasons, job design researchers need to expand their research beyond the JCM. Karasek's (1979) considered job demand, amount of control and support to meet those demands for employee's motivation and as a job design technique. Another extension of the JCM is introduces by Grzywacz and Butler (2005). The authors introduce skill variety and autonomy as predictors for managing the work and family conflict. Future research should extend the job design with the help of alternate models. Furthermore, comprehensive set of predictors and criterion variables necessarily to better understand the effect of job design in modern workplace.

5.5 CONCLUSION

This study demonstrates the importance of job design and thriving at work in manufacturing organization. The empirical finding confirms significant relationship among job dimensions, thriving at work, performance and absenteeism. The study also reveals that thriving at work intervene the relationship between job characteristics and behavior's outcomes. The results indicate that thriving at work is important for enhancing the employee's performance and eradicating the absenteeism. The Organizations should emphasize on employee thriving via job design. The current study induces that job dimensions are the cardinal root for employee's thriving.

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ANNEXURE A

سوالنامہ

جناب عالی!

اس اہم تحقیقی پروجیکٹ میں شمولیت کے لیے وقت دینے پر ہم آپ کے مشکور ہیں۔ آپ کا رد عمل ہمارے لیے بہت قابل قدر ہے۔ اس کو آپ کے نام سمیت صیغہ راز میں رکھا جائے گا۔ آپ کے جوابات کا صحیح یا غلط ہونے سے کوئی تعلق نہیں۔ برائے مہربانی ہر سوال کا ممکن حد تک ایمانداری سے جواب دیں۔ آپ کے تعاون کا شکریہ۔

1- ذاتی معلومات

آپ کا نام :	.....	(2) جنس :	<input type="checkbox"/> مرد	<input type="checkbox"/> عورت
عمر (سالوں میں) :	.....	(4) موجودہ ملازمت :	<input type="checkbox"/> پارٹ ٹائم	<input type="checkbox"/> فل ٹائم
رسمی تعلیم (سالوں میں) :	.....	(6) ازدواجی حیثیت :	<input type="checkbox"/> غیر شادی شدہ	<input type="checkbox"/> شادی شدہ
مل میں مدت ملازمت (سالوں میں) :	.....	(8) سپروائزر کا نام :	.....

2- برائے مہربانی اپنے کام کو مد نظر رکھتے ہوئے بتائیے کہ آپ درج ذیل عبارتوں سے کس حد تک متفق ہیں۔ (صرف ایک نمبر کا انتخاب کریں)	1	2	3	4	5	6	7
انتہائی حد تک متفق ہوں	کافی حد تک متفق ہوں	متفق نہیں ہوں	غیر جانبدار	متفق ہوں	کافی حد تک متفق ہوں	انتہائی حد تک متفق ہوں	
مجھے کام کے دوران اکثر نیا سیکھنے کو ملتا ہے۔	1	2	3	4	5	6	7
وقت گزرنے کے ساتھ میں زیادہ سے زیادہ کھینچتا رہتا ہوں۔	1	2	3	4	5	6	7
مجھے لگتا ہے کہ میں مسلسل بہتر ہو رہا ہوں۔	1	2	3	4	5	6	7
میں کام کرتے ہوئے نہیں سیکھ رہا۔	1	2	3	4	5	6	7
بحیثیت انسان میں کافی ترقی پا چکا ہوں۔	1	2	3	4	5	6	7
میں خود کو جیتنا چاہتا اور زندگی سے بھرپور محسوس کرتا ہوں۔	1	2	3	4	5	6	7
مجھ میں کام کرنے کا جذبہ اور توانائی ہے۔	1	2	3	4	5	6	7
میں کام کے دوران زیادہ توانا محسوس نہیں کرتا۔	1	2	3	4	5	6	7
میں کام پر چوکنا اور چوکس رہتا ہوں۔	1	2	3	4	5	6	7
میں کام پر آنے کیلئے ہر نئے دن کا انتظار کرتا رہتا ہوں۔	1	2	3	4	5	6	7

3- کیا آپ کو اس مل میں کام کرتے ہوئے اکثر مزہ آتا ہے۔
(صرف ایک نمبر کا انتخاب کریں)

بالکل نہیں 1 2 3 4 5 6 7 بہت زیادہ

4- اپنے کام کو جس حد تک ممکن ہو ظاہری لحاظ سے بیان کریں۔ (صرف ایک نمبر کا انتخاب کریں)		بہت کم		معتدل		بہت زیادہ	
1	آپ کے کام میں کتنی ورائٹی ہے۔	1	2	3	4	5	6
2	آپ کے کام میں تیاری ہوئی شے کس حد تک پوری کی پوری اور قابل شناخت ہوتی ہے۔	1	2	3	4	5	6
3	مجموعی طور پر آپ کا کام دوسروں کے لیے کتنا نمایاں یا اہم ہے۔	1	2	3	4	5	6
4	آپ کے کام میں کتنی خود مختاری ہے۔	1	2	3	4	5	6
5	آپ کو کام کرتے ہوئے کس حد تک خود بخود معلومات ملتی ہے کہ آپ کی کارکردگی کیسی ہے۔	1	2	3	4	5	6

5- برائے مہربانی اپنے کام کو مد نظر رکھتے ہوئے بتائیں کہ درج ذیل عبارتیں کس حد تک درست ہیں۔ (صرف ایک نمبر کا انتخاب کریں)		بالکل غلط		زیادہ تر غلط		تھوڑا سا غلط		تھوڑا سا سچے نہیں		زیادہ تر درست		بالکل درست	
1	یہ کام تقاضہ کرتا ہے کہ میں طرح طرح کی پیچیدہ اور بلند درجہ ہمارے استعمال کروں۔	1	2	3	4	5	6	7	8	9	10	11	12
2	یہ کام بہت سادہ اور ایک ہی طرح کرنا ہوتا ہے۔	1	2	3	4	5	6	7	8	9	10	11	12
3	اس کام کی ترتیب ایسی ہے کہ مجھے موقع نہیں ملتا کہ میں شروع سے آخر تک اسے پورا کر سکوں۔	1	2	3	4	5	6	7	8	9	10	11	12
4	اس کام کو کرتے ہوئے یہ موقع ہوتا ہے کہ اس کے جو بھی حصے میں شروع کروں ان کو مکمل ختم کر دوں۔	1	2	3	4	5	6	7	8	9	10	11	12
5	یہ کام ایسا ہے کہ اس کا بہتر کیا جانا بہت سے دوسرے لوگوں پر اثر انداز ہو سکتا ہے۔	1	2	3	4	5	6	7	8	9	10	11	12
6	تمام چیزوں کو مد نظر رکھتے ہوئے دیکھیں تو یہ کام بہت زیادہ نمایاں یا اہم نہیں ہے۔	1	2	3	4	5	6	7	8	9	10	11	12
7	اس کام میں کوئی موقع نہیں دیا جاتا کہ میں ذاتی پیش قدمی یا رائے کا استعمال کر سکوں۔	1	2	3	4	5	6	7	8	9	10	11	12
8	یہ کام کافی حد تک مواقع فراہم کرتا ہے کہ میں اسے کتنی خود مختاری اور آزادی سے کروں۔	1	2	3	4	5	6	7	8	9	10	11	12
9	صرف مطلوبہ کام کرتے ہوئے ہی میں کئی طرح سے جان لیتا ہوں کہ میں کتنا اچھا کام کر رہا ہوں۔	1	2	3	4	5	6	7	8	9	10	11	12
10	یہ کام بڑا خود اس بارے میں بہت کم اشارے دیتا ہے کہ میں اچھا کام کر رہا ہوں یا نہیں۔	1	2	3	4	5	6	7	8	9	10	11	12

آپ کا شکریہ

ANNEXURE B

سوالنامہ

جناب عالی:

اس سروے کا مقصد آپ کے ماتحتوں کے دوران کام رویوں کے ادراک اور سمجھ بوجھ کو جاننا ہے۔ نتائج کو تحقیق کے علاوہ کسی اور مقصد کے لیے استعمال نہیں کیا جائے گا۔ آپ کا اور آپ کے ماتحتوں کا نام صیغہ راز میں رہے گا۔ ازراہ کرم اپنے ہر ماتحت کے لیے علیحدہ سوال نامہ مکمل کریں۔ آپ کے تعاون اور وقت کا شکریہ

1- ذاتی معلومات

(1) مل میں عہدہ :	(2) عمر (سالوں میں):
(3) رسمی تعلیم (سالوں میں) :	(4) مل میں تجربہ (سالوں میں):

2- ماتحتوں کے بارے میں معلومات

(1) ماتحت کا نام:
(2) آپ کے ساتھ کام کرنے کی مدت (سالوں میں):

درج بالا ماتحت کی کارکردگی کو مد نظر رکھتے ہوئے بتائیں کہ آپ ان عبارتوں سے کس حد تک اتفاق کرتے ہیں۔ (صرف ایک نمبر کا انتخاب کریں)	ہمیشہ	تقریباً ہمیشہ	اکثر	کبھی کبھی	شاذ و نادر ہی	نہیں	کبھی نہیں
1 یہ ملازم اپنے کام کے متعین کردہ فرائض پورے کرتا ہے۔	1	2	3	4	5	6	7
2 یہ ملازم کارکردگی کی تمام باضابطہ ضروریات پر پورا اترتا ہے۔	1	2	3	4	5	6	7
3 یہ ملازم اپنے کام کی تمام مطلوبہ ذمہ داریوں کو پورا کرتا ہے۔	1	2	3	4	5	6	7
4 یہ ملازم کبھی بھی اپنے فرائض منصبی کے کسی پہلو کو نظر انداز نہیں کرتا۔	1	2	3	4	5	6	7
5 یہ ملازم اپنے بنیادی فرائض کو پورا کرنے میں اکثر ناکام رہتا ہے۔	1	2	3	4	5	6	7

4- برائے مہربانی اس ماتحت کو دیگر ماتحتوں سے بالفاظ غیر حاضری موازنہ کرتے ہوئے بتائیں کہ۔ (صرف ایک نمبر کا انتخاب کریں)									
یہ ملازم مل سے اکثر غیر حاضر رہتا ہے۔	بالکل نہیں	1	2	3	4	5	6	7	بہت زیادہ
اوقات کار کے دوران مل میں ہوتے ہوئے بھی یہ ملازم کام سے غائب رہتا ہے۔	بالکل نہیں	1	2	3	4	5	6	7	بہت زیادہ

ANNEXURE C

Data Normality of the Study Variables

Variables	Kolmogorov-Smirnov Z	Significance (two-tailed)
1. Job Characteristics	1.38	0.042
○ <i>Skill Variety</i>	2.83	0.000
○ <i>Task Identity</i>	2.12	0.000
○ <i>Task Significance</i>	1.44	0.032
○ <i>Autonomy</i>	2.83	0.000
○ <i>Feedback</i>	1.53	0.019
2. Thriving at Work	2.18	0.000
○ <i>Learning</i>	1.77	0.004
○ <i>Vitality</i>	1.68	0.007
3. Job Performance	1.47	0.027
4. Absenteeism	2.91	0.000

ANNEXURE D

Population and Sample

Dept.	General			Shift A			Shift B			Shift C			Total			Dept. Selected
	P	S	Pt	P	S	Pt	P	S	Pt	P	S	Pt	P	S	Pt	Planned Sample
Blow Room	7	6	5	8	2		5	2		8	2		28	12	5	12
Carding	11	11	10	8	5	4	9			9	5	2	37	21	16	21
D/Simplex	6	5	4	18	4	3	13	8	3	13	8	7	50	25	17	25
Ring	21	18	17	61	14	5	60			58	12	1	200	44	23	44
Roller Cover	4	4	0	0			0			0			4	4	0	
Auto Cone	10	8	7	32	8	5	33	8	3	29	7	4	104	31	19	31
AC Compressor	7	4	2	0			0			0			7	4	2	4
Electric	8	8	0	0			0			0			8	8	0	
Workshop	6	5	5	0			0			0			6	5	5	5
Mixing	17	16		0			0			0			17	16	0	142