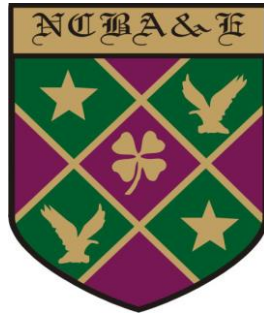


***National College of Business
Administration and Economics
Lahore***



**ROLE OF ORGANIZATIONAL
CONTEXTUAL FACTORS IN NURTURING
AN EMPLOYEE'S JOB PASSION**

BY

FABEHA SHAHZAD

**MASTER OF PHILOSOPHY
IN
BUSINESS ADMINISTRATION**

DECEMBER, 2014

NATIONAL COLLEGE OF BUSINESS ADMINISTRATION AND ECONOMICS

ROLE OF ORGANIZATIONAL CONTEXTUAL FACTORS IN NURTURING AN EMPLOYEE'S JOB PASSION

BY

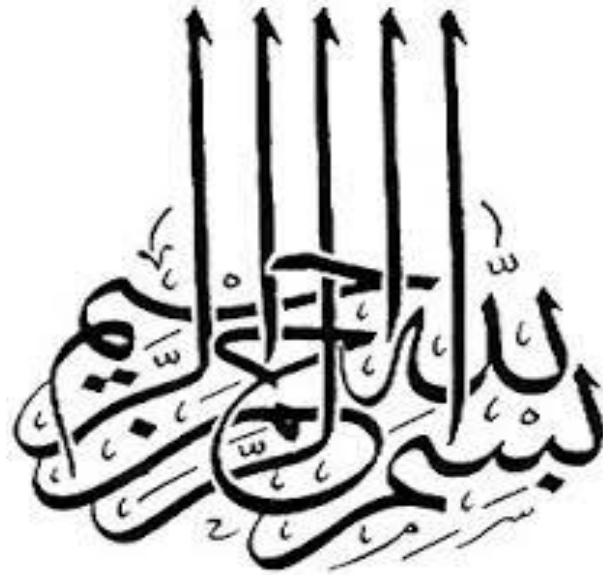
FABEHA SHAHZAD

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

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

**MASTER OF PHILOSOPHY
IN
BUSINESS ADMINISTRATION**

December, 2014



*In the name of ALLAH,
The Compassionate,
The Merciful*

NATIONAL COLLEGE OF BUSINESS ADMINISTRATION AND ECONOMICS LAHORE

ROLE OF ORGANIZATIONAL CONTEXTUAL FACTORS IN NURTURING AN EMPLOYEE'S JOB PASSION

**BY
FABEHA SHAHZAD**

A dissertation submitted to School of Business Administration, in partial fulfillment of the requirements for the degree of

**MASTER OF PHILOSOPHY IN
BUSINESS ADMINISTRATION**

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.

FABEHA SHAHZAD
December, 2014

*DEDICATED
TO*

My Parents

*All that I am,
or hope to be,
I owe to
My Parents*

ACKNOWLEDGEMENT

My all acclamation and appreciations to Almighty ALLAH, the magnificent and the most merciful and His prophet MUHAMMAD (PBUH) who is the source of wisdom and guidance.

I would like to mention people around me who contributed and help me throughout my work enabling me in accomplishment of this research work.

I am deeply indebted to my supervisor, Dr. Faisal Qadeer for being a source of inspiration for all along my work. His consistent patience, support, direction and assistance have been of immense importance in completion of my dissertation. I consider myself very fortunate for being able to work with such an encouraging, insightful and passionate professor.

I am also indebted to my family for always encouraging me and pushing me up for completing this work. A special thanks to my parents for believing in me and being there for me during the good and the bad. Last but not the least I am thankful to my friends and all those who directly or indirectly contributed or helped me in completion of my work.

RESEARCH COMPLETION CERTIFICATE

Certified that the research work contained in this thesis entitled **“Role of Organizational Contextual Factors in Nurturing an Employee’s Job Passion”** has been carried out and completed by **Fabeha Shahzad** under my supervision during his **M.Phil. Business Administration** Programme.

(Dr. Faisal Qadeer)
Supervisor

SUMMARY

Managers in the contemporary world have reached to the point that employees make disparity in terms of organizational performance, well-being, and innovation, thus eventually business success. Job passion is a valuable construct that has recently emerged in the realm of work and have potential to influence innumerable individual and organizational outcomes. Organizations need passionate employees and thus seek to develop job passion among them. There is dearth of academic research on the determinant side of the job passion construct. An implicit notion in the literature of job passion spotlights the tendency of dispositional and situational factors in nurturing job passion (i.e. harmonious and obsessive) among employees. This study attempts to identify various contextual factors by incorporating areas of worklife model (i.e. workload, control, rewards, community, fairness and values) that have potential to influence both facets of job passion.

Furthermore, the study also aims to discern various interactions between areas of worklife that can vitalize two facets of job passion. To accomplish the study aims, executive MBA students are taken into consideration with the compulsion of minimum 1 year of working experience in present organization. As per Higher Education Commission of Pakistan official website, there are total 24 business schools in Lahore and precisely 20 of them offers executive MBA Program. From the cluster of 20 executive MBA program four are selected by using simple random sampling technique. The researcher distributes 165 questionnaires to the sampled students and receives back complete and useable questionnaires from 160 students. Furthermore, excluding non-passionate respondents the useable sample size is reduced to 143 students. The data is analyzed through various statistical techniques including cross tabulation, descriptive statistics, group comparisons, correlations and hierarchical linear modeling.

The statistical analysis reveals the predominance of control and community in the development of harmonious passion. Contrary to this, unmanageable workload and negative values influences obsessive passion among employees. Fairness plays significant role as an interaction term (i.e. fairness and community for harmonious passion; and fairness and workload for obsessive passion) to stimulate both types of job passion. The study discusses findings in detail, draws several theoretical and practical implications and spotlight various limitations along with the future directions.

TABLE OF CONTENTS

DECLARATION	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
SUMMARY	ix
 CHAPTER 1: INTRODUCTION	 14
1.1 Statement of Topic and Aims.....	14
1.2 Study Background.....	14
1.2.1 Justification of the Study	17
1.3 Significance of The Study.....	17
1.4 Study Variables	18
1.4.1 Job Passion.....	18
1.4.2 Areas of Worklife	19
1.5 Research Question.....	19
1.6 Methodology	20
1.7 Data Analysis	21
1.8 Findings.....	21
 CHAPTER 2: LITERATURE REVIEW	 22
2.1 Job Passion	22
2.1.1 Harmonious Passion	23
2.1.2 Obsessive Passion	24
2.2 Areas of Worklife.....	25
2.2.1 Workload.....	25
2.2.2 Control	26
2.2.3 Reward	27
2.2.4 Community	28
2.2.5 Fairness	29
2.2.6 Values	29
2.3 Areas of Worklife and Employees Outcomes.....	30
2.3.1 Workload and Employee Outcomes	31
2.3.2 Control and Employee Outcomes	31
2.3.3 Reward and Employee Outcomes.....	32
2.3.4 Community and Employee Outcomes	33
2.3.5 Fairness and Employee Outcomes.....	33
2.3.6 Values and Employee Outcomes	34
2.4 Areas of Worklife and Job Passion	34
2.5 Summary	37

CHAPTER 3: METHODOLOGY	38
3.1 Research Design Elements.....	38
3.2 Study Variables	38
3.2.1 Dependent Variables.....	38
3.2.2 Independent Variables	39
3.2.3 Control Variables	40
3.3 Population and Sample.....	40
3.3.1 Target Population.....	40
3.3.2 Sampling Design.....	40
3.3.3 The Actual Sample.....	41
3.4 Data Collection.....	41
3.4.1 Instrument	41
3.4.2 Pilot Study.....	42
3.4.3 Administration Procedure	42
3.5 Measurement and Scales	42
3.5.1 Job Passion.....	42
3.5.2 Areas of Worklife	43
3.6 Data Analysis	44
 CHAPTER 4: DATA ANALYSIS AND RESULTS.....	 45
4.1 Respondents Characteristics.....	45
4.1.1 Respondents Age and Marital Status by Gender	45
4.1.2 Respondents Managerial Level by Gender.....	45
4.1.3 Respondents Organizational Characteristics	46
4.2 Descriptive Statistics.....	47
4.2.1 Means and Standard Deviations	47
4.2.1.1 Descriptive Statistics of Respondents Characteristics.....	47
4.2.1.2 Descriptive Statistics of Study Variables	47
4.2.2 Reliability Analysis.....	48
4.3 Group Comparisons	49
4.3.1 Comparisons of Study Variables by Age Groups.....	49
4.3.2 Comparisons of Study Variables by Marital Status.....	49
4.3.3 Comparisons of Study Variables by Organizational Status	50
4.3.4 Comparisons of Study Variables by Organizational Sector	51
4.4 Bi-variate Correlation.....	52
4.5 Areas of Worklife and Harmonious Passion.....	54
4.5.1 Research Question 1	55
4.5.2 Research Question 2	56
4.6 Areas of Worklife and Obsessive Passion	57
4.6.1 Research Question 1	57
4.6.2 Research Question 2	58
4.7 Summary	58

CHAPTER 5: DISCUSSIONS AND CONCLUSION	60
5.1 Discussions.....	60
5.2 Implications.....	64
5.2.1 Theoretical	64
5.2.2 Practical.....	64
5.3 Limitations and Future Directions	66
5.4 Contributions.....	68
5.5 Conclusion.....	69
 REFERENCES	 70
ANNEXURE-A	84

LIST OF TABLES

Table No.	Title	Page
4.1	Respondents Age and Marital Status by Gender	45
4.2	Respondents Managerial Level by Gender	46
4.3	Respondents Organizational Characteristics	46
4.4	Descriptive Statistics of Respondents' Personal and Organizational Information	47
4.5	Descriptive Statistics of Study Variables	48
4.6	Reliability of the Measurement Scales	48
4.7	Group Comparisons by Age Groups	49
4.8	Group Comparisons by Marital Status	50
4.9	Group Comparisons by Organizational Status	51
4.10	Group Comparisons by Organizational Sector	52
4.11	Correlation Matrix	54
4.12	Hierarchical Linear Models for Harmonious Passion	56
4.13	Hierarchical Linear Models for Obsessive Passion	58

CHAPTER 1

INTRODUCTION

1.1 STATEMENT OF TOPIC AND AIMS

Organizations are especially concerned about their employees as they are critical to business profitability and success. Employee's *job passion* - a strong inclination towards the job - recently emerges as one of the very important job attitudes for employee's performance, optimal functioning and well-being. By dint of the dualistic model we know that there are two different types of passion: harmonious and obsessive. *Harmonious passion* is derived from autonomous internalization of an activity and leads to adaptive outcomes, whereas *obsessive passion* is derived from controlled internalization of an activity and leads to maladaptive outcomes. Researchers suggest that organization must look upon and need to develop job passion among employees. However, little is known about elements that can help managers in nurturing employee's job passion.

Previous studies provide that dispositional and situational factors have tendency to develop passion among employees, a recent study find a weak role of personality in passion. On the other hand several studies suggest that organizational contextual factors have potential to develop remarkable evolution in work passion research. In line with these directions we argue that the six *areas of work life* (workload, reward, control, fairness, community and values), one of the best models to describe organizational context, may be utilized to identify elements that influence the two types of employee's job passion.

Therefore, this study aims (i) to identify the relative important areas of work life in creating the employee's job passion (harmonious and obsessive), (ii) to study the interaction of various areas of work life in producing the both types of passion.

1.2 STUDY BACKGROUND

The construct of job's passion is at its promising position in the workplace literature. Employee's job passion is defined as job attitude consisting of affective and cognitive elements that manifest strong inclination of an employee towards his job (Ho et al., 2011). Existing literature on passion

suggests that job passion is a valuable stance that needs to be developed, as it is vital to the performance of employee's job.

One of the primary concerns of every organization is to enhance their employee's productivity and performance. Employee's passion for work is one such motivational process that can play vital role in improving employee's performance (Ho et al., 2011), vitality (Forest et al., 2012) and psychological well-being (Philippe et al., 2009). Passionate employees have positive affectivity towards their work that drives success and higher level of psychological adjustment at work (Neumann, 2006).

The concept of passion evolves over the years but job passion has recently entered the mainstream research because of its utmost need and importance to the organization. Vallerand and Houliort, (2003) define passion as strong inclination towards an interesting activity. An activity becomes passionate only when it is highly valued by an individual and moreover has internalized representation in one's identity (Vallerand et al., 2006). Furthermore Vallerand et al., (2003) posits two type of passion: Harmonious and Obsessive, in accordance with the Self Determination theory (Deci and Ryan, 1985, 2000).

Self Determination Theory propose that people engage in interesting activities to fulfill their innate psychological needs of autonomy (feeling of resourcefulness), relatedness (connectedness with others) and competence (need to have effectual interaction with the environment). Such need satisfactions are vital for individual's growth and development. The degree to which an individual behavior is self-determined depends on the type of internalization (process of integration of an activity into one's self) that takes place for a particular activity in one's identity. Internalization is of two different types: controlled and autonomous (Deci and Ryan, 2000). Autonomous internalization occurs when an individual finds an activity interesting and therefore internalizes it willingly into one 'self. Such kind of internalization leads to the development of Harmonious Passion. Whereas controlled internalization occurs when regardless of liking an activity, individual internalize it due to some inter or intrapersonal contingences and such kind of internalization leads to Obsessive Passion (Vallerand et al., 2003, 2006). Thus, Internalization plays vital role in determining two distinct type of passion among individual.

Passion as a construct has attained considerable attention in the literature of romance, sports, gambling and internet but passion at work context is in its nascent stage of development (Perrewe et al., 2014). So far, the focus of attention has been on the plethora of organizational and personal outcomes

associated with employee's passion in the workplace. It has been well researched that harmonious passion leads to positive individual and organizational outcomes while obsessive passion undermines those outcome (Houlfort et al., 2014; Vallerand et al., 2010).

However, there is lack of understanding about the element that can nurture passion among employees. Previous studies on passion suggests that dispositional features and situational factors can play important role in developing passion as they can influence the process of internalization that determine the type of passion among individual (Ho et al., 2011; Perrewe et al., 2014; Vallerand et al., 2003). Very few studies explores the role of personality and distal contextual factors in passion, but to date slight attention has been given on the organizational contextual factor that have potential to develop employee's job passion. Previous researches claims that studying organizational contextual factors are likely to produce remarkable evolution in work passion research (Balon et al., 2013; Lavigne et al., 2012; Perrewe et al., 2014). Therefore we argue that organizational contextual factors can play vital role in employee's job passion. One of the well-researched models of organizational context is six areas of work life model.

Areas of worklife, is an inclusive model of organizational context as it contains elements that give a broad vision about the work setting (Leiter and Maslach, 1999). These areas of worklife include workload, control, reward, community, fairness and values. They demonstrate various qualities of work setting that organizations provide to their employees. Every Organization adapts these work qualities differently according to their stance with the aim of creating an enduring working relationship with their employees. All these six areas of worklife have a tendency to aggravate or alleviate the behavioral response of an employee likewise. In this study we will look at the impact of six areas of work life (workload, control, reward, community, fairness and values) on motivational process – employee's job passion (harmonious and obsessive).

The current study focuses on the six areas as possible antecedents of employee's job passion that are to the best of our knowledge is not empirically investigated so far. Thus, the study endeavors focus on the role of areas of worklife in creating harmonious and obsessive passion among employees. Two sub issues emerges from this focus, that, whether all six areas of worklife- workload, control, reward, community, fairness and values- shows similar impact on job passion (harmonious and obsessive). If this is not the case, then the varying role of these areas on both facets of job passion needs to be researched upon. Furthermore, investigating the relative importance of areas of worklife from each type of the job passion is really worth it.

Therefore, the study also aims to investigate various interactions between these six areas of worklife that may produce combined effect, which is may be comparatively greater than the impact of the individual areas on both facets of job passion (harmonious and obsessive). Thus the second endeavor of this study is to find the interactions between the areas of work life that stimulate the two types of job passion. On the whole, we feel that this effort will serve the organizations to better understand how these organizational contextual factors can be managed to develop job passion in employees thus improving the lives of employees and their organizations.

1.2.1 Justification of the Study

Job passion as a construct is highly popular, yet poorly cultivated job attitude (Perrewe et al., 2014). Previously focus of attention remains on number of cognitive, behavioral, affective, interpersonal, and performance outcomes (Houfort et al., 2014; Vallerand et al., 2010). However, there is lack of understanding about the determinants that can nurture job passion among employees. Researchers claim that dispositional and situational factors have tendency to influence job passion. No research has dealt with contextual factors as determinants of both facets of job passion, thus studying the role of contextual factors have potential to develop remarkable evolution in job passion research (Balon et al., 2013; Ho et al., 2011; Lavigne et al., 2012; Perrewe et al., 2014).

The study contributes to a newly emerging construct in the field of organizational behavior by exploring the role of areas of worklife in influencing both facets of job passion. The value of this study moves around its contribution in minimizing the gap in the job passion and areas of worklife research; practical implications for the managers as well as organization; and finding that are significantly plausible.

1.3 SIGNIFICANCE OF THE STUDY

The present study contributes to the knowledge of employee job passion construct. The study is pivotal for both academia and managers. Passion has recently entered in the mainstream research in the work context thus research scholars are more curious in exploring the antecedents of harmonious and obsession passion at workplace. Similarly organizations are concerned about nurturing job passion among their employees so that they can achieve best and optimal performance from them.

The study extends the research on work passion and areas of worklife to the next level. Previously research on passion in work context is primarily focusing on the outcomes sides i.e. validating the significance and importance of the construct on the individual and organizational level. The study for the first time explored the contextual determinants that can influence both harmonious and obsessive passion among employees. Similarly, all the six elements of areas of work life model have tendency to strengthen or threaten worker attitude and behaviors. Previously research on areas of worklife primarily focuses on few outcomes such as burnout, engagement and employees well-being. The current study limelight two other possible consequences of areas of worklife that have never been thought of and discussed so far.

Moreover, there is no prior study that empirically substantiates the relationship between all six areas of worklife with two facets of job passion and to explore the significant interactions between various areas of worklife to strengthen the link.

1.4 STUDY VARIABLES

1.4.1 Job Passion

It is defined as “job attitude comprising of both cognitive and affective elements that embody strong inclination that that one has towards the job” (Ho et al., 2011). They conceptualized job passion in line with dualistic model of passion that proposed two distinct types of passion: harmonious and obsessive. The definitions of the two facets of job passion are given as under:

Harmonious passion is defined as “an autonomous internalization that leads individual to freely and voluntarily view the job as important because of characteristics of the job itself”. Such type of passion represents employee’s personal urge and desire to perform their jobs without attaining overpowering position in individual.

Obsessive passion is defined as “a controlled internalization that leads individual to view the job as important due to certain pressures or outcomes attached to it”. Such contingences might involve achieving sense of superiority or social acceptance over others, getting recognition and appreciation, etc. (Amiot et al., 2006; Mageau et al., 2005; Vallerand et al., 2003). Thus such type of passion includes the aspects of intense liking, feeling of obsession and uncontrollable urge for the job.

1.4.2 Areas of Worklife

This is a comprehensive model developed by integrating various work-setting qualities that have tendency to access the employee's perception about their work context (Leiter and Maslach, 1999). These areas include: workload, control, reward, community, fairness and values. The hallmark of these six areas of worklife is in the fact that they are considered as pivotal areas of work setting that has potential to aggravate or alleviate the employees' job attitudes and work behaviors. The definitions of the six areas of worklife are given as under:

Workload is defined as “amount of work to be executed in a given lapse of time (Leiter, 1991).

Control refers to “the extent to which an employee influences work related decisions, exercise professional autonomy and have access to the resources required for the completion of their job (Leiter and Maslach, 2004).

Reward is defined as “the extent to which an employee expectation of being rewarded is satisfied by the organization (Leiter and Maslach, 2004).

Community is defined as “a realm of personal relationships (supervisors, subordinates, coworkers, stakeholders and clients) at work (Leiter and Shaughnessy, 2006).

Fairness is defined as “the degree to which decisions are perceived fair and equitable at the workplace” (Maslach and Leiter, 2008).

Values refer to “cognitive–emotional power of job goals and expectations (Maslach and Leiter, 2008).

1.5 RESEARCH QUESTION

On the basis of above discussions on prior literature and study aims the researcher formulates the following research questions (RQ):

RQ 1: What role the areas of worklife play in creating job passion (harmonious and obsessive) among employees?

In order to find the answers of this research question, we further divide it into two sub-questions. The understanding about RQ1 is hidden in the answers of these two sub-questions which are given as follow:

RQ1a: Whether the areas of worklife have similar impact for the two facets of passion or not?

RQ1b: What is the comparative explanatory role of the six areas to explain the facets of job passion?

In addition to the direct role of the six areas of work life for job passion, two areas may also be interacting with each other in explaining job passion over and above the direct role. Since we do not know any existing theory or empirical evidence in this regard, thus the second exploratory research question may be formulated as under:

RQ 2: How the areas of work life interact with each other to stimulate the two types of job passion among employees?

1.6 METHODOLOGY

The study conducted a questionnaire based survey from executive MBA students of Lahore. The purpose of the study is analytical in nature that involves testing the comparative role of six areas of worklife in nurturing both facets of employee's job passion and the type of investigation is co-relational. The study is cross sectional and the unit of analysis is individual (employees). The study setting is non-contrived i.e. natural setting where there is minimal interference of the researcher. The study uses simple random sampling technique to select the sampled clusters of executive MBA program and the sampled students are selected on the criteria that they must be permanent employees and their minimum working experience in the present organization should not be less than one year.

The data is collected from a selected sample of executive MBA students through a self-administered questionnaire that includes personal information, organizational information and study variables relevant to our study. Before data collection, pilot study is conducted by executive MBA students other than our respondents of the study to test any issues of languages or pertinence of measures. From the feedback, it is observed that there is no need to modify the measures. The detailed methodology has been discussed in Chapter 3.

1.7 DATA ANALYSIS

After the data has been collected from 160 respondents, out of which 143 responses are considered useable, are carefully entered into Excel 2010. Later, the data is transferred to a SPSS version 19 for further statistical analysis. The study uses various techniques to analyze the data by cross tabulation, descriptive statistics, group comparisons, correlations and hierarchical linear modeling. Inter-item consistency (scale reliabilities) is examined by estimating Cronbach's Alpha values. Moreover, the study measures Bi-variate Pearson Correlation for all the study variables and uses step wise linear regression modeling for measuring interactions of variables. The detailed interpretations of the results have been discussed in Chapter 4.

1.8 FINDINGS

The methodological approach and the statistical techniques employed for data analysis proves to be applicable to meet the objectives of the study. The results for research question 1 unfolds the role of two areas of worklife for each facets of job passion. Control and community plays significant and positive role in influencing harmonious passion among employees. In comparison to this, workload and values plays negative and significant role in nurturing obsessive passion. In other words, unmanageable workload and negative values influences the development of obsessive passion among employees. Furthermore, the results for research question 2 exhibits that except fairness no other area of worklife shows any significant interactive quality. The interactive term of community and fairness proves to be statistically significant to stimulate harmonious passion. Contrarily, the interactive term of workload and fairness proves to be statistically significant for obsessive passion. The detailed discussion on findings, implications, limitations with future directions and contributions are stated in Chapter 5.

CHAPTER 2

LITERATURE REVIEW

2.1 JOB PASSION

The concept of passion has a long tradition. It has been subject of much interest in the domain of social psychology (Thorgren and Wincent, 2013), especially in the context of non-work activities. Baum and Locke, (2004) conceptualized passion as an uncomplicated trait which was measured in terms of emotions of love, devotion and yearning. This straightforward conceptualization has shifted to a more complicated level of research streams. Vallerand et al., (2003) defined passion as strong inclination towards self-defining activity that individual love, find significant, and in which they spend time and energy. It entails unique relationship with a meaningful activity that one loves and thus internalizes it into one's identity as it becomes an integral part of their self (Belanger et al., 2013; Jowett et al., 2012). Passion encompasses three important elements including activity valuation, love for the activity and time spent on the activity (Mageau et al., 2009). These core elements differentiate passionate from non-passionate individuals.

Varyingly research on passion in work context is relatively scarce and insufficient (Ho et al., 2011). Employee's Job passion is a motivational process that have tendency to either impair or increase both health and performance depending upon the type of passion that nurtures among employees. Job passion has been varyingly defined as love for the job (Marques, 2007); or feeling the importance and meaning from the job (Boyatzis et al., 2002) but its conceptualization remains debatable that whether it is cognitive, affective, or behavioral construct. Ho et al., (2011) define job passion as a valuable job attitude that involves cognitive and affective features that embody inclination towards one's job. The construct of job passion comprises of some key elements including its affective features that involves extreme fondness and satisfaction of the job; its cognitive features that comprehend individual's perceived value and importance to the job, to the extent that job internalize into one's self and explain who individual is (Cardon et al., 2009; Philippe et al., 2010). Thus, Individual with job passion must have strong liking towards the job and moreover feel the job much important to them. The amalgamations of cognitive and affective element into passion construct posit it differently from other job attitudinal constructs.

Ho et al., (2011) operationalize job passion following the dualistic model of passion that proposed distinct types of passion: harmonious and obsessive (Vallerand et al., 2003). This model helps us to elucidate and spotlight both the negative and positive aspects of passion (Thorgren et al., 2013). The dualistic model of passion expands self-determination theory by postulating that activities that people find important and perform them regularly had potential to be internalized and attain highly valued position in one's self (Aron et al., 1992). Both the types of passion involves liking of an activity as a common element but what distinct them from one another is the type of internalization that occurs into one's self. All the valuable and important activities can be internalized in a determined or non-determined manner into one's self (Seguin-Levesque et al., 2003). In compliance with self-determination theory (Deci and Ryan, 1985, 2000) the magnitude of self-determination necessary for the formation of behaviors depends upon the level to which behaviors has been chosen voluntarily and is in agreement with individual's self. Hence activities that are internalized in self-determined manner leads to the development of harmonious passion whereas activities that are internalized in non-self-determined manner leads to the development of obsessive passion.

2.1.1 Harmonious Passion

Harmonious passion is a person-specific self-defining characteristic that gives sense of who they are (Vallerand et al., 2003). In the work context, *Harmonious passion* is defined as an autonomous internalization that leads individual to freely and willingly view the job as significant because of its distinguished facets (Ho et al., 2011). This type of internalization originates from innate and integrative disposition of the individual self (Deci and Ryan, 2000). Harmonious passion occur when an individual find his job interesting and free from pressures or social constraints such as self-esteem, appreciation, social acceptance etc. (Sheldon, 2002; Vallerand, 1997). Employees with harmonious passion have control over their job, despite of the fact that it attains special meaning in their personal identity (Forest et al., 2012; Lavigne et al., 2014). They do not undergo any uncontrollable desire to perform their jobs and therefore freely choose to work (Vallerand, 2012). Such employees are not compelled towards their job as they feel good performing their jobs and therefore adjust themselves to perform other non-work activities easily. Moreover, the time spent performing other activities makes them feel relax and becomes an important source of their vitality and effective functioning at their jobs.

Thus harmoniously passionate employee views his job important, (Vallerand et al., 2003) but still remains in harmony with other aspects of their lives (Houlfort et al., 2014). Such types of individuals are coherent and well integrated with other domains as well (Belanger et al., 2013). Because they quickly adapt to various situations and therefore have potential to shift their energies and attention on other important tasks that needs to be performed (Vallerand, 2008). They spend significant but practicable time and energy performing their jobs, keeping in view that though the job is important but it must not attain overpowering position in their identities (Trepanier et al., 2014). Employees with harmonious passion perform their jobs with the sense of belongingness, desire and self-endorsement (Donahue et al., 2012; Vallerand and Houlfort, 2003). Such frame of mind makes the individuals to accomplish their jobs with an openness that proves to be favorable to optimal functioning and positive experiences at workplace (Hodgins and Knee, 2002). Hence people with harmonious passion experiences positive behavioral, affective and cognitive outcomes during their jobs and even afterwards (Forest et al., 2011; Vallerand, 2012).

2.1.2 Obsessive Passion

In the work context, *Obsessive passion* is defined as the controlled internalization that leads individual to view the job as important due to some social constraints attached to it. This type of passion occurs in individuals when they are compelled by some external or internal pressures such as for gaining self-esteem, aspiration for excellence, sense of acceptance, meeting performance expectations or individuals' perception of expertise (Lavigne et al., 2014; Mageau and Vallerand, 2007). Employees with obsessive passion believe that they are left with no way out other than captivating their focus on work (Vallerand and Houlfort, 2003). These inter-intra personal pressures make the activities ego contingent (Hodgins and Knee, 2002) and shows obstinate pursuance towards their job that gradually diminishes optimal functioning of an employee (Vallerand et al., 2007).

Moreover people with such passion have low esteems and lacks confidence because of their flimsy sense of self (Lafreniere et al., 2011). Therefore when jobs are attached with various contingencies, people with obsessive passion come in control of their jobs and cannot help themselves but to perform them. This develops conflict with their other non-work activities as they are rigidly engage to their work (Carbonneau et al., 2008). According to Vallerand, (2012) employees who are obsessively passionate about their jobs undergo innumerable situations of conflicts, risk and other negative affective and behavioral payoff throughout their jobs and even later. Despite of all the

negativity, such employees view their job pleasurable and have feeling of excitement that derives an uncontrollable desire to consistently work and perform their duties with devotion.

Thus, employees with obsessive passion like their job, feel them important, spend significant time and energy but what distinguishes them from harmoniously passionate employees is that they forcefully engage themselves in their jobs to feel accomplished and avoid feeling of guilt (Houlihan et al., 2014).

2.2 AREAS OF WORKLIFE

Research in occupational health psychology pinpoints six key areas of work domain that has potential to contribute to employees' well-being (Alarcon and Lyons, 2011). An area of worklife (workload, control, reward, community, fairness and values) is a comprehensive model created by integrating various organizational qualities to access the employee's perception about their workplace (Leiter and Maslach, 1999). According to Leiter and Maslach, (2004) the first two areas (i.e. *workload*, *control*) are imitated from the Demand-Control model, the third area (i.e. *reward*) has the potential of shaping behavior. *Community* covers all the interpersonal relationships in terms of social support, whereas *fairness* involves respect, trust and justice. Lastly, *value* captures cognitive-emotional expectations regarding job and job goals.

Areas of worklife indicate all the essential qualities of an ideal working environment in which an individual wants to work. Any sort of incongruence or mismatch between an employee's perception and workplace settings reduces energy, involvement and efficacy. Whereas congruence in any or all of areas of worklife has potential to create an enduring work relationship with the job and the organization (Maslach et al., 2012). The potential of these six areas of worklife is in the fact that they are recognized as main areas of work setting that have tendency to aggravate or alleviate the employees attitude and work behaviors. Organizational theory has extensive literature on all the six domains of areas of worklife with distinct names, mostly emphasizing person-job fit (Silva et al., 2010). Following is the brief review of each area of worklife:

2.2.1 Workload

Workload is an important component imitated from the demand-control framework of job stress (Karasek and Theorell, 1990). According to demand-

control model of stress job demands- also known as workload- have been conceptualized with reference to time pressures and personal conflicts (Doef and Maes, 1999). Likewise, workload is also an essential element of job demands-resource (JD-R) model. The job demands-resource (JD-R) model states that job characteristics that includes job demands and job resources have tendency to produce work related outcomes (Trepanier et al., 2014). According to JD-R model workload and role ambiguity are the determinants of job demand. Demands include all the activities that need to be performed by an individual (Schaufeli and Bakker, 2004). In addition, Job demands are defined as physical, intellectual, societal or organizational features of a job that involves persistent physical, emotional and cognitive efforts (Bakker and Demerouti, 2007; Bakker et al., 2004). High job demand occurs when there is little time to accomplish the job goals and duties (Alarcon and Lyons, 2011).

Both the models of job stress state that job demand (work overload) does not produce any harmful impact until and unless it is combined with low level of employee's control (Dwyer and Ganster, 1991). In other words, workload and control are known for their combined effect only. Areas of worklife model, replicates the demand-control framework of job stress and job demands-resource model by emphasizing the critical role each construct-job demand and control- plays individually (Leiter and Maslach, 2004, 2009). The construct of workload revolves around the association of job demands with time and accumulation of resources (Laschinger and Wong, 2006).

Workload is defined as the amount of work to be executed in a given lapse of time (Leiter, 1991). According to Price, (2001) workload refers to “the amount of effort required by a job”. Manageable workload proves to be more plausible for an employee professional growth and development as it is free from social constraints. An employee with sustainable workload gets innumerable chances to utilize their skills, improve them and learn new and diversified avenues at their jobs (Landsbergiss, 1988). Whereas unmanageable workload or overload occurs when work demands are highly incompatible for the worker's. Such excessive work demands fuels frustration and emotional exhaustion among employees which threatened their personal lives and frames social pressures (Leiter, 1991).

2.2.2 Control

Control has been one of the most widely known and elderly construct in organizational behavior propositions and research. Specifically the concept has been the focus of attention in decision making literature, job design literature and research in job stress including major models of demand-control frame

and job demand-resource (Dwyer and Ganster, 1991). According to demand-control framework of job stress, control has two main components: decision making authority and expertise discretion and is defined as individual's ability to direct the workplace activities (Doef and Maes, 1999). *Control* is defined as the extent to which an employee influences work related decisions, exercise professional autonomy and have access to the resources required for the completion of their job (Leiter and Maslach, 2004). According to Schreurs et al., (2010) control is the extent to which an employee has authority within the organization and opportunity to access organizational resources.

The concept of “control” is relevant to the concept of “work autonomy” as both the construct denote the degree to which the individual believes and feel they have influence on their work environment (Lapierre and Allen, 2012). Job control refers to an employee clarity regarding his status/role within the workplace. Such clarity of roles develops a clear picture about their responsibilities and expectations making it possible for them, to fulfill their duties with greater efficiency (Laschinger and Wong, 2006). High degree of job control gives employees freedom to self-manage their work such as setting goals, prioritizing these goals, and deciding their own ways to accomplish these goals. Contrary to this, low degree of job control often implies that employees have no authority to initiate and direct their work independently. Similarly, employees are not given enough opportunities to capitalize their capabilities in true meaning (Humphery et al., 2007).

Employees need authority and support to solve problems and make decisions on their own to set directions in their work. Putting it differently, they want fair accountability of their outcomes therefore they want to give inputs on their own to be judged upon their actual efforts. Individual who claim high level of control within an organization argues that they have support, resources and coordination with their managers to shape their work environment accordingly (Leiter et al., 2009). Control problem occurs only when employees have insufficient authority, support and information they need to do their job effectively.

2.2.3 Reward

Reward is defined as remuneration received by an employee against his hard work and efforts (Alarcon and Lyons, 2011). Area of worklife model considers *reward* as the extent to which an employee expectation of being rewarded is satisfied by the organization (Leiter and Maslach, 2004). Employees visualize fairness in their reward system in light of the time

invested by them doing their jobs and the recognition linked to it (Laschinger and Wong, 2006).

Rewards comprises of monetary, non-monetary and psychological rewards given as a result of employees achievements. According to De Geiter et al., (2006) monetary rewards, also known as extrinsic rewards are money-based reward that is given when an employee accomplish his assigned duty in form of cash bonuses, profit sharing, pay raises etc. Employees strive to attain such rewards constantly. Whereas non-monetary rewards, also known as intrinsic does not involves rewards in form of cash such as training and benefits. Psychological rewards are recognition given to an employee by their supervisors, coworkers and external stakeholders.

According to Leiter, (1991) employees need recognition in response to their efforts and devotion towards their work. Positive reward means employee's work is acknowledged in a significant manner. Negative reward means that organization is devaluing his employees work by not providing them sufficient rewards.

2.2.4 Community

Community is defined as a realm of personal relationships (supervisors, subordinates, coworkers, stakeholders and clients) at work (Leiter and Shaughnessy, 2006). According to Alarcon and Lyons, (2011) community entails a socially supportive work environment and the capacity of others personal relationships in the environment to fix job issues. The community construct is a combination of social support and role conflict (Leiter and Maslach, 2005). Although it overlaps with other related constructs such as social support, but it is entirely different as community includes features of communication, collaboration and alienation.

Community involves quality of social interaction among people at work to establish and maintain relationships such as mutual trust, sense of connectivity, conflict teamwork etc. (Leiter, 2008; Leiter and Maslach, 2004; Leiter and Shaughnessy, 2006). The complex nature of human being makes handling of relationship difficult causing either too distant or too intimate interaction (Leiter and Shaughnessy, 2006). Thus, positive community shares the environment of support, happiness, mutual trust and collaboration that encourages and reveals valued membership of a person in a group. Negative community shares the environment of unending conflicts, job isolation, bullying and abuse (Leiter and Maslach, 2004).

2.2.5 Fairness

Fairness as a construct transpires from the concept of equity and social justice literature. *Fairness* is defined as the degree to which decision are perceived fair and equitable at the workplace (Maslach and Leiter, 2008). According to Leiter and Shaughnessy, (2006) fairness refers to employee's perception of organizational justice especially as they relate to person specific decisions. Employees always want their management to solve their work problems and assist them in an equitable manner (Leiter and Harvie, 1997). A moral obligation of fair organizations is to make decisions that are favorable for all employees. Moreover, they should also encourage the spirit of mutual trust among their employees as they all represent a team that must be concerned about various perspectives related to each other (Leiter and Maslach, 1999).

Employees are more concerned with the fairness of procedures as compare to the favorable outcomes (Maslach and Leiter, 2008). According to Simons and Roberson, (2003) employees perception of fairness in decision making procedures and policies is the most significant and valuable consideration. Fairness in procedures is determined by an employee on the basis of their participation and extent to which they are allowed to raise their voices in decision making procedures (Prooijen et al., 2004). Moreover, fairness is pivotal to the equity theory (Walster et al., 1973) which states that equity or inequity depends upon the individuals' calculation of equilibrium between their inputs (time, energy, proficiency) and outputs (appreciation and reward).

Employee's perception of positive fairness reveals the existence of fair procedures, clear decision making processes beyond a shadow of doubt, unbiased distribution of outcomes and feeling of respect and trust within an organization. On the other hand negative fairness involves highly unfair and inequitable procedures, unpredictable decision making processes, and poor treatment of organization with their employees. Therefore, the employee's perception of unfairness attenuates his enduring relationship with work and organization (Leiter, 1991; Leiter and Maslach, 2004).

2.2.6 Values

Values, defined as the degree to which an employee perceives congruence in his personal values and organization values (Maslach and Leiter, 2008). They are operationalized as comparatively a stable individual trait (Meglino et al., 1989). Because employees with low level of value

congruence in the beginning of their career will likely to maintain that level of incongruence throughout the career unless and until, the management makes efforts to change their value perceptions (Erdogan et al., 2004). Values measures the extent to which the organizations' prerequisite aligns with one's philosophy (Alarcon and Lyons, 2011). There are two sets of values: individual values and organizational values. Individual values are based on ideals, ethics, experiences, cultural background and motivation that direct and drives them towards their work and the organization. Whereas organizational values are based on company's mission, vision and value statement. Value is the strong linkage between an employee and its organization that goes beyond the utilitarian relationship of time for pay and promotion (Leiter, 2008; Leiter and Maslach, 1999, 2004; Leiter and Shaughnessy, 2006).

Positive value occurs when individual values are in line with the organizational values. According to Verquer et al., (2003) values congruence exhibits the degree of likeness between person values in comparison to the values of organizations. Positive values are a notable pattern of person-organization fit as values refers to persistent beliefs that lead to the development of attitudes, standard of actions and judgment criteria for others (Erdogan et al., 2004). Whereas negative value occurs when individual values are contrary to organizational values and employee believes that working in particular dimension is not worth it (Leiter, 1991).

2.3 AREAS OF WORKLIFE AND EMPLOYEES OUTCOMES

Six areas of worklife have attained much attention in the literature of psychology. Previously an area of worklife model is known for their contribution in influencing employee's well-being, job engagement and burnout syndrome (Alarcon and Lyons, 2011). The employee's perception about deficiency in any of the six areas of worklife –i.e. unmanageable workload, control, reward, community, fairness and values- causes negative outcome such as burnout (Defreese and Smith, 2013; Gascon et al., 2013; Leiter and Maslach, 1999, 2004; Leiter and Shaughnessy, 2006; Leiter et al., 2010). Likewise employee's perception of congruence in all six areas of worklife -i.e. manageable workload, control, reward, community, fairness and values- leads to more positive outcomes such as worker well-being, job engagement etc. (Bamford et al., 2013; Leiter and Maslach, 2004; Maslach and Leiter, 1997).

2.3.1 Workload and Employee Outcomes

Manageable workload leads to positive outcomes whereas unmanageable workload leads to chronic negative outcomes (Timms et al., 2007). Workload is directly linked to energy therefore excessive workload drain the energy causing anxiety beyond the worklife. Contrary to this, sustainable workload strengthens energy as employee is given task according to his work capacity (Leiter and Shaughnessy, 2006).

Workload, the most apparent job demand has a clear association with emotional exhaustion (Lee and Ashforth, 1996; Leiter et al., 2007) that leads to higher absenteeism (Petitta and Vecchione, 2011). According to Schaufeli and Bakker, (2004) it is one of the most important antecedents of Job burnout. Employees who perceive unmanageable workload shows high level of distress (cynicism, anger and emotional exhaustion), depression and low level of well-being (Greenglass et al., 2003; Ilies et al., 2010). Moreover, chronic workload leads to job stress, job dissatisfaction, lessen productivity etc. (Fox et al., 1993; Laschinger and Wong, 2006). According to Karatepe, (2013) high workload is negatively related to job embeddedness and job performance. It is directly associated with health issues and job strain (Greco et al., 2006; Huang et al., 2012). Excessive workload diminishes employees capacity to recover from chronic conditions in the workplace and fuels the burnout syndrome among them (Maslach and Leiter, 2008).

Contrary to this manageable workload is directly linked to employee's professional growth and development as it fuels the level of efficacy, effectiveness and well-being among individuals (Leiter, 1991; Leiter and Maslach, 2004).

2.3.2 Control and Employee Outcomes

Control at work plays essential role in nurturing engagement among employees towards their job and organization (Schaufeli and Bakker, 2004). Employees who have control over their work manifests an increased possibility of shaping their job demands to attainable level (Leiter et al., 2009) and is therefore positively related to greater satisfaction (Gelsema et al., 2006) and commitment (Leiter and Maslach, 2004). Such high level of job control leads to reduce health issues (Fox et al., 1993) and increases employees' wellbeing (Daniels et al., 2013). Those employees who get opportunities to exercise their decision making powers within the workplace shows higher level of self-efficacy which leads to job enrichment (Leiter, 1992). According to Greco et al., (2006) higher level of control reduces job stress and

ameliorates autonomy. High control empowers individuals to face and avoid situation of high demands and role conflict (Lapierre and Allen, 2012). Job control is positively associated to work ability because it intensifies the capabilities and improves the capacity of adjusting to changing job goals and requirements (Weigl et al., 2013). Meta-Analyses research reveals that job control is positively related behavioral (reduced absenteeism), attitudinal (personal growth satisfaction, supervisor and colleague's satisfaction, job involvement, organizational commitment) and well-being outcomes (reduced job stress, anxiety and burnout) (Humphery et al., 2007).

Control problems occur as a result of role stress and role ambiguity. Role conflict creates hindrance in accomplishing line of action and has a strong relationship with emotional exhaustion (Cordes and Dougherty, 1993). An employee who experiences role ambiguity claims deficiency in directions of work and therefore has a clear association with burnout but not as constantly as role conflict. In certain situations role ambiguity may enhance performance by giving an employee's freedom of following their own choices and values. On the positive note, work autonomy and control over decision making processes are directly related to higher level of efficacy and lower level of exhaustion (Lee and Ashforth, 1993). Moreover employees control over job increases energy and health at work (Leiter, 2005) and reduce symptoms of fatigue when the jobs are highly demanding (Yperen and Hagedoorn, 2003).

2.3.3 Reward and Employee Outcomes

Reward plays vital role in underpinning employees' well-being and organizational effectiveness (Muse et al., 2008). An organization that believes in distributing ample rewards to their employees plays a vital role in strengthening their affective, cognitive and physical health (Leiter, 1992). Employee's perception of receiving sufficient rewards (i.e. both intrinsic and extrinsic) supports psychological wellbeing (Vallerand and Houliort, 2003). Those employees who are satisfied with their rewards especially non-monetary show greater satisfaction, affective commitment, job involvement, work engagement and influence their turnover intentions (De Geiter et al., 2008; Nyman et al., 2012; O'Driscoll and Randall, 1999).

In contrast lack of appreciation and recognition devalue both the job and the employee and is directly associated with inefficacy (Cordes and Dougherty, 1993) and burnout (Maslach and Leiter, 2008; Maslach et al., 2001).

2.3.4 Community and Employee Outcomes

Community involves social support from managers, coworkers and others within the work premises. Supervisory support is often associated with exhaustion whereas coworkers support is often associated with accomplishments. Overall energetic, supportive and positive community will less likely to fuel the burnout syndrome and is more closely associated with engagement (Leiter and Maslach, 1999; Maslach and Leiter, 2008). It has been clearly stated in research that heedful, receptive and protective work environment empowers optimal functioning and reduces fatigue, overwork and other work strains (Leiter and Maslach, 2004). Employees thrive in community and perform at their best when they share mutual trust, support and respect.

Contrary to this, community gets more destructive when conflicts with others are persistent and unresolved, that causes negative feelings of frustration among employees (Leiter and Maslach, 2004).

2.3.5 Fairness and Employee Outcomes

Fairness plays a vital role in modifying behavioral –absenteeism, citizenship behavior etc. - and attitudinal outcomes-satisfaction, commitment etc. - that are necessary for effective functioning of organizations and well-being of employees (Colquitt et al., 2001; Hoogervorst et al., 2013). The fairness perception of an employee has a positive relationship with multiple individual and organizational outcomes (Greenberg, 1990). Fairness is closely related to involvement in job and workplace. Positive fairness is less vulnerable to burnout and influences employees' job performance and organization commitment (Cremer et al., 2010). Fairness perception has a tendency to enhance organizations' productivity by influencing an employee's selection of performing organizational citizenship behavior. This employee's behavior is though discretionary and does not involve any organizational reward but promotes organization well-being (Moorman et al., 1993). Those employees who are satisfied from their perception of organizational fairness exhibit lower turnover rates (Simons and Roberson, 2003).

Contrary to this, lack of fairness leads to a low level of job satisfaction and engagement as an individual may feel isolation within the organization (Alarcon and Lyons, 2011). Unfair treatment has a tendency to lessen the effectiveness of an employee at work and is often related to cynicism (Leiter and Maslach, 2004).

2.3.6 Values and Employee Outcomes

Values are considered to have a strong influence on the behaviors and attitudes of individual at workplace (Meglino et al., 1989). Values conflict on the job compels an employee to make adjustments between work of interest they want to do and work they actually have to do (Maslach and Leiter, 2008). Persistent mismatch between values is often associated with the development of all three core elements of burnout (Leiter and Harvie, 1997; Leiter and Maslach, 1999; Maslach and Leiter, 1997).

On the other hand positive values are closely associated with professional efficacy and promote organizational citizenship behaviors (Liang, 2012). Employees feel more motivated, satisfied and energetic when organizational values are in harmony with their personal values (Alarcon and Lyons, 2011). Congruence in values positively relates to innate career success and two of its elements job satisfaction and vocational satisfaction (Erdogan et al., 2004). Individuals with higher value congruence show greater job satisfaction, organization commitment, organizational identification and intention to stay within the organization (Amos and Weathington, 2008; Edwards and Cable, 2009; Ostroff et al., 2005; Verquer et al., 2003). Those employees who hold similar values have clear understanding of their roles and expectations related to them. Therefore such employees undergo less ambiguity and conflict in their roles that make them more committed and dedicated to their workplace (Meglino et al., 1989).

2.4 AREAS OF WORKLIFE AND JOB PASSION

Work context is crucial and may have potential to set stage for the development of job passion among employees. According to Laschinger and Grau, (2012) organizational conditions plays vital role in influencing employees job attitude and worklife. Likewise according to Kantor theory of organizational empowerment, an employees' attitude and work behaviors are more likely to be shaped in response to his status and varied work situation within the organizations rather than his personality traits (Laschinger and Wong, 2006; Nedd, 2006).

According to Leiter and Maslach, (2004) areas of worklife model have potential to impart detailed information about the contextual factors with respect to the situation prevailing in the workplace environment. All six key domains of workplace have potential to influence employees' job attitude and

work behavior (Leiter, 1991). We anticipate that six areas of worklife have capacity to deliver an authentic way to conceptualize the “climate for passion”.

Workload is one of the most obvious and important dimension of almost every job. Employees who are passionate about their work view their workplace in more positive light especially the one with harmonious passion as they are contingent free and leads to more positive outcomes as compare to the one with obsessive passion (Lavigne et al., 2014). According to Leiter, (1991) manageable workload has tendency to produce more positive behavioral and attitudinal outcomes whereas unmanageable workload lessen the positivity in the workplace that leads to development of maximum negative outcomes (Leiter, 1991). Harmoniously passionate employees show high level of psychological well-being and performance (Ho et al., 2011) whereas obsessive passion causes conflict, anxiety and emotional exhaustion among employees (Lavigne et al., 2012). Workload proves to be an important work setting quality that has potential to aggravate or alleviate employee’s job passion.

Control is an important work setting quality that might play essential role in influencing employee’s job passion. Every employee respond to their work setting qualities differently based on their perceptions about their work environment and personal self. Employees with harmonious passion perceive high level of job control (Lavigne et al., 2014) as they are more satisfied and committed to their jobs (Houliort et al., 2014). On the other hand obsessive passion positively relates to burnout (Lavigne et al., 2012) therefore employees perceive low level of job control (Lavigne et al., 2014). To date, there is no research that anticipates the role of control in influencing employee’s job passion.

The potential of reward to change and reshape attitudinal and behavioral responses of an individual is undeniable (Houliort et al., 2002). Every organization uses distinctive ways to reward their employees. Such distinctive ways of recognizing employees may have tendency to either promote or thwarts their passion towards their work (Vallerand and Houliort, 2003).

Positive community proves to be more plausible for employee professional growth and development as compare to negative community. A study claims that organizations that provide their employees with flexible, secure, socially supportive and healthy working environment will facilitate the development of harmonious passion (Vallerand and Houliort, 2003). Moreover, one of the recent studies stated that harmoniously passionate employee’s perceive more support from their workplace in comparison with obsessively passionate employees (Lavigne et al., 2014). Thus positive

community will likely to have same strengthening relationship with employees having harmonious passion as compare to the ones with obsessive passion.

Positive fairness perception of an employee is linked to innumerable positive outcomes as compare to negative fairness perception. Employee's perception of unfairness attenuates their enduring relationship with organization (Leiter, 1991) especially for those with harmonious passion as they prefer to work in those organizations where interactions, procedures, and distribution decisions are fair and sustained (Vallerand et al., 2010). Thus fairness may have potential to develop fulfilling and enduring working relationship that creates passion among employees.

Values are motivating relationship between the employee and the organization. According to Meglino et al., (1989) values is one of the most crucial construct that has potential to influence job attitude. Positive value has strength to encourage and generate positive outcomes whereas negative values have power to undermine these outcomes (Verquer et al., 2003). Thus values may prove to be a motivational linkage that have tendency to aggravate or alleviate employee's passion at workplace.

On the basis of above literature review, we anticipate that all the six areas of worklife can play vital role in influencing employee's job passion. Moreover the varying role of these six areas and most important areas of worklife in influencing both types of job passion are other significant questions that will be taken into consideration in this study.

Furthermore, irrespective of the fact that all six areas of worklife show distinctive view regarding interaction of individual with their work settings, each area has implications for one another (Leiter and Maslach, 1999). Such as control have tendency to directly or indirectly influence all the other five areas of worklife (Leiter and Shaughnessy, 2006). According to Leiter and Maslach, (1999) fairness shares some common qualities with reward and community where as employees who view their work qualities –workload and values-negatively show more emotional impact on other areas of worklife.

Thus, the study anticipates that various interactions between areas of worklife might play more strengthening role in stimulating or thwarting both types of job passion- harmonious and obsessive- among employees. Hence the literature review concludes that, there is lack of theoretical and empirical understanding about job passion as a construct therefore this study proves to be a milestone in its evolution.

2.5 SUMMARY

The above literature review on areas of work life and job passion reveals that organizational work setting qualities have potential to provoke both facet of passion- harmonious and obsessive among employees. Research scholars proclaim that organizational factors have tendency to influence attitudinal and behavioral outcomes of an employee (Laschinger and Grau, 2012; Laschinger and Wong, 2006; Nedd, 2006).

After this review of job passion we agree completely to Perrewe et al., (2014) that job passion as a construct needs to be looked upon and well researched by scholars and practitioners in order to acquire clear and better understanding. Previous studies on passion solely focus on the consequences side of job passion and suggest that organizational contextual factors have tendency to develop job passion among employees (Balon et al., 2013; Ho et al., 2011; Lavigne et al., 2012). In line with these directions and research calls this study also suggests that areas of work life are likely to influence job passion among employee and needs empirical investigation.

Previously, all six areas of worklife are linked to various workplace attitudes and behaviors. However, no research to the best of our knowledge exists that relates all six areas of worklife with the recently emerging job attitude known as employee's job passion. It is therefore essential to identify which areas of worklife are either problematic or source of strength for an employee job passion. Moreover, it is important to find out the comparative role of each area of worklife with two facets of job passion and notable interactions between various areas of worklife to stimulate the individual effect of each area of worklife on both harmonious and obsessive job passion.

CHAPTER 3

METHODOLOGY

3.1 RESEARCH DESIGN ELEMENTS

Research design is a structured plan which involves a series of logical decision making choices (Sekaran and Bougie, 2013). Its primary function is to fabricate a framework to look for the answers to research questions. In accordance to this study a piece of information about *six basic elements* of research design are given as follow:

The purpose of the study is *analytical or descriptive* in nature that implies testing of the comparative role of six areas of worklife in creating employee's job passion. The type of investigation is *co-relational analysis* to spot the organizational factor that have tendency to influence both facets of employee job passion. The study setting is *non-contrived* i.e. natural setting where there is *minimal interference* of the researcher.

The *unit of analysis is individual* (employees) as passion is a job attitude that varies from person to person depending upon their intense liking and feeling of importance in context to their jobs. Similarly all other variables are measured through self-report data therefore every employee response will be evaluated as individual data source. The study is *cross sectional* as the data has been collected in concurrent manner that is within the time span of one month.

3.2 STUDY VARIABLES

3.2.1 Dependent Variables

The dependent variables in our study are two facets of job passion namely harmonious passion and obsessive passion. Ho et al., (2011) gives the operational definition of the two facets of job passion as follow:

Harmonious passion is defined as “an autonomous internalization that leads individual to freely and voluntarily view the job as important because of characteristics of the job itself”. It involves an active stance where employee's personal desire allows them to perform their jobs, have control over them and remain in harmony with other aspects of life.

Obsessive passion is defined as “a controlled internalization that leads individual to view the job as important due to certain pressures or outcomes attached to it”. It includes the aspects of intense liking, feeling of obsession and uncontrollable urge for the job.

3.2.2 Independent Variables

The independent variables in our study are areas of worklife that includes workload, control, reward, fairness, community and values. The operational definitions of each variable are given as follow:

Workload is defined as “amount of work to be executed in a given lapse of time (Leiter, 1991). It involves the association of job demand with the required amount of time.

Control refers to “the extent to which an employee influences work related decisions, exercise professional autonomy and have access to the resources required for the completion of their job (Leiter and Maslach, 2004).

Reward is defined as “the extent to which an employee expectation of being rewarded is satisfied by the organization (Leiter and Maslach, 2004). It involves employee’s perception of visualizing the extent of fairness or unfairness in the reward systems offered by their organizations.

Community is defined as “a realm of personal relationships (supervisors, subordinates, coworkers, stakeholders and clients) at work (Leiter and Shaughnessy, 2006). The construct of community includes the amalgamation of social support and role conflict.

Fairness is defined as “the degree to which decisions are perceived fair and equitable at the workplace” (Maslach and Leiter, 2008). It involves employee perception of fairness regarding procedures, decision making processes, distribution of outcomes and sense of trust and mutual respect.

Values refer to “cognitive–emotional power of job goals and expectations (Maslach and Leiter, 2008). It involves the extent to which organization’s philosophy is in line with individual’s philosophy.

3.2.3 Control Variables

Employees' personal and organizational characteristics may affect the relationship between areas of worklife and two facets of job passion. Therefore three variables relating to personal characteristics including *formal education*, *organizational tenure* and *marital status* – all expressed in number of years, and one variable relating to organizational characteristics including *sector* (i.e. public or private) – expressed through dummy variables; are taken as the control variable in the study.

3.3 POPULATION AND SAMPLE

3.3.1 Target Population

More often, researches in organizational behavior take undergraduate or executive MBA students as their respondents because they are equally good (Dijke et al., 2012; Meurs et al., 2013). Such students are taken into consideration as they offer distinctive advantages i.e. give an overview from full time employees of multiple and diverse organizations, who can easily understand the language and the content of self-administered questionnaire by relating it to their work environment.

There are total of 31 universities in Lahore that are HEC recognized. Out of these 31 universities, 24 are business schools and precisely *20 of them offer executive MBA program*. All the executive MBA students who are permanent employees in a medium or large size organization constitute the *target population* of this study.

3.3.2 Sampling Design

The 20 executive MBA programs in the target population consist of groups of heterogeneous elements i.e. students in term of gender, sector, age etc. However, across groups these are homogenous. Among all the 20 clusters of executive MBA programs, 4 are selected through simple random sampling technique. Of the 4 sampled clusters of executive MBA programs, 2 are from public universities and 2 from private universities. We have attempted census in the 4 sampled clusters of executive MBA programs.

3.3.3 The Actual Sample

The researcher distributes 165 questionnaires to the sampled students and receives back complete and useable questionnaires from 160 students. Out of these 160 respondents only those employees are considered passionate whose mean score on the sum of four passion criteria is above 3.0. Thus, after excluding the non-passionate respondents the useable sample size is reduced to 143 students. The response rate is 87%.

3.4 DATA COLLECTION

The data is collected through a self-administered questionnaire from a sample of the executive MBA students (permanent employees only) from the target population.

3.4.1 Instrument

The primary data is collected through a self-administered questionnaire from executive MBA students who are permanent employees as well. In current study the researcher used this data collection method because it is convenient to collect responses in very short period of time, confers 100% response and researcher can clarify any ambiguities or questions right on the spot (Sekaran and Bougie, 2013). An immense amount of published researches in organizational behavior shows that self-reporting questionnaire is most widely used form of data collection (Podsakoff and Organ, 1986).

The questionnaire is designed short and pleasing so that participants can response with the greatest of ease. The instrument contains an opening piece to give participants an overview of the study objectives, to develop their interest and to ensure their anonymity. The questionnaire (Annexure A) is divided into four sections.

First section consists of 7 items concerning personal information of an employee e.g. gender, marital status, age, formal education etc. The second section contains 4 items concerning organization information where employees work e.g. status, sector, organization age etc. The first two sections include all the control variables of the study. The *third section* contains 16 items of job passion construct i.e. 4 items of job passion criteria and six items for each dimension of job passion (harmonious and obsessive). The final section contains 29 items of areas of worklife out of which each of the six areas

of worklife obtains distinct number of items i.e. workload (5), control (4), reward (4), community (5), fairness (6) and values (5).

3.4.2 Pilot Study

Previously explanatory variables are mostly studied in the domain of occupational health psychology involving doctors and nurses as their respondents. Therefore pilot study is conducted to evaluate the understanding of each item of the instrument by executive MBA students who are not studying in the sampled universities and are also permanent employees. From the feedback, it is analyzed that there is no abstruseness in the understanding of the items by the respondents. Therefore there is no need to further modify the items and the instrument.

3.4.3 Administration Procedure

Firstly, researcher obtains the schedule of executive MBA classes of fall semester (2014) from the Admin department of the sampled universities. With the help of coordinator, researcher selected eight classes (2 from each university) of major courses with the highest class strength and coordinates the timings with respective professors to conduct questionnaire-based survey. Researcher then personally administered the questionnaires in selected classes one by one during lecture break of 30 minutes. Students are asked to fill in the questionnaire only if they are permanent employees having at least one year of working experience in the present organization. They are also assured that their participation is voluntary and all information will be kept confidential and anonymous. The questionnaire is distributed to each respondent, who then filled the questionnaire and return it back to the researcher.

3.5 MEASUREMENT AND SCALES

3.5.1 Job Passion

Job passion will be measured by using “Passion scale” adopted from Vallerand et al., (2003). The scale comprised of 16 items and encompasses passion criterion, harmonious passion and obsessive passion. All the items are used without any modification. *The scale is anchored on a five-point Likert-type scale ranging from 1 (Never) to 5 (Always). The measures of passion criteria and two facets of job passion are given as under:*

Passion criterion (construct on the definition of job passion) is measured by 4 items, to access individual passion towards their job. The sample items are “My job is passion for me” and “I like my job”.

Harmonious passion is measured by six items. The sample items are “My job is in harmony with the other activities in my life” and “My job allows me to live a variety of experiences”.

Obsessive passion is measured by six items scale. The sample items are “I have almost an obsessive feeling for my job” and “My job is so exciting that I sometimes lose control over it”.

3.5.2 Areas of Worklife

Areas of worklife (i.e. workload, control, reward, community, fairness and values) will be measured by using “Areas of worklife scale” adopted from Leiter and Maslach, (2004). There are total of 29 items out of which 9 items are reverse coded. All the items are used without any modification. The scale is anchored on a five-point Likert –type scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). Measures of the six areas of worklife are given as under:

Workload is measured by 5 items scale. The sample items are “*I do not have time to do the work that must be done*” and “I have so much work to do on the job that it takes me away from my personal interests”. *Four items of workload are reverse coded.*

Control is measured by 4 item scale. The sample items are “I have control over how I do my work” and “I can influence management to obtain the equipment and space I need for my work”.

Reward is measured by 4 item scale. The sample items are “I receive recognition from others for my work” and “My work is appreciated”. 2 items of reward are reverse coded.

Community is measured by 5 item scale. The sample items are “I am a member of a supportive work group” and “Members of my work group cooperate with one another”. 1 item of community is reverse coded.

Fairness is measured by 6 items scale. The sample items are “*Resources are allocated fairly here*” and “There are effective appeal procedures

available when I question the fairness of a decision”. 2 items of fairness are reverse coded.

Values is measured by 5 items scale. The sample items are “My values and the organization’s values are alike” and “My personal career goals are consistent with the Organization’s stated goals”.

3.6 DATA ANALYSIS

After the collection of primary data from 143 respondents, it is carefully entered into Excel 2010. Later, the data is transferred to SPSS version 19 for statistical analysis. The study uses various statistical techniques to analyze the data through cross tabulation, descriptive statistics, group comparisons, correlations and hierarchical linear modeling. Internal Consistency (scale reliabilities) is examined by estimating Cronbach’s Alpha. The study measures Bi-variate Pearson Correlation for all the study variables and uses step wise linear regression modeling for measuring interactions of variables. The detailed interpretations of the results are discussed in Chapter 4.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1 RESPONDENTS CHARACTERISTICS

Through various cross tabulations the study analyzes the data of 143 respondents from two public and two private universities to know about their characteristics and relevance to the study variables.

4.1.1 Respondents Age and Marital Status by Gender

The distributions of respondent's characteristics of age and marital status by gender are presented in Table 4.1. There are total of 143 respondents out of which 91.6% are males. The analysis of age category exhibits that 46.2% respondents are below 25, 39.9% are between 26 to 35 years and the remaining 14% are above 36 years. Similarly the analysis of marital status category reveals that 73.4% of respondents are single and the remaining 26.6% are married. The complete details of frequencies and percentages of age and marital status categories by their gender are illustrated in Table 4.1.

Table 4.1
Respondents Age and Marital Status by Gender

Respondents Age and Marital Status by Gender							
Variables	Category	Gender				Total	
		Male		Female			
		Freq	%	Freq	%	Freq	%
Age	Below 25	59	45.0	7	58.3	66	46.2
	26 – 35	52	39.7	5	41.7	57	39.9
	Above 36	20	15.3	-	-	20	14.0
Marital Status	Single	96	73.3	9	75.0	105	73.4
	Married	35	26.7	3	25.0	38	26.6
Total		131	100	12	100	143	100

4.1.2 Respondents Managerial Level by Gender

The distributions of respondents' managerial level by genders are presented in Table 4.2. Out of 143 respondents, 14% belongs to upper managerial level, 74.1% belongs to middle level and remaining 11.9% belongs to lower level. As per the results of cross tabulation, middle managerial level

outnumbered upper and lower level as the majority of the respondents including 71.8 % of males and 100% of females belong to middle managerial level. The complete detail about the frequencies and percentages of respondents' managerial level by gender are given in Table 4.2.

Table 4.2
Respondents Managerial Level by Gender

Variables	Category	Gender				Total	
		Male		Female			
		Freq	%	Freq	%	Freq	%
Managerial Level	Upper	20	15.3	-	-	20	14.0
	Middle	94	71.8	12	100.0	106	74.1
	Lower	17	13.0	-	-	17	11.9
Total		131	100	12	100	143	100

4.1.3 Respondents Organizational Characteristics

The distributions of the respondents' organizational characteristics of status by sector are presented in Table 4.3. Out of 143 respondents, 34.9% of them belong to manufacturing sector. The analysis of status demonstrates that 20.3% of employees are working in public companies and the remaining 79.7% are working in private companies. Interestingly, the result of cross tabulation shows that majority of respondents belong to service sector 65% including 21.5% working in public companies and 78.5% working in private companies. The complete details about the frequencies and percentages of respondents' organizational characteristics of status by sector are illustrated in Table 4.3.

Table 4.3
Respondents Organizational Characteristics

Variables	Category	Sector				Total	
		Manufacturing		Services			
		Freq	%	Freq	%	Freq	%
Status	Public	9	18.0	20	21.5	29	20.3
	Private	41	82.0	73	78.5	114	79.7
Total		50	100	93	100	143	100

4.2 DESCRIPTIVE STATISTICS

The study uses descriptive statistics to summarize basic features of the data of 143 respondents in a meaningful way. It explains the mean, standard deviation and reliabilities of the variables that are discussed below.

4.2.1 Means and Standard Deviations

4.2.1.1 Descriptive Statistics of Respondents Characteristics

The descriptive statistics of respondents' personal (i.e. formal education, organizational tenure and total work experience) and organizational characteristics (i.e. age and size) are presented in Table 4.4. The mean formal education of respondents is 15.12 years, with the average organizational tenure of 3.78 years and total experience of 5.15 years. Similarly the organizational level analysis exhibits that the mean age of organization is 22.3 years and the average organizational size is 1389.1 employees.

Table 4.4
Descriptive Statistics of Respondents'
Personal and Organizational Information

Variables	Min	Max	Mean	SD
<i>Employee level</i>				
Formal Education	14	20.0	15.12	1.21
Org Tenure	1.0	40.0	3.78	4.27
Total Experience	1.0	28.0	5.15	4.06
<i>Organizational level</i>				
Age	2.0	72.0	22.3	17.6
Size	20.0	12000.0	1389.1	2616.8

4.2.1.2 Descriptive Statistics of Study Variables

The descriptive statistics of the study variables are presented in Table 4.5. The mean for workload is 3.07, for control is 3.44, for rewards and community is 3.53, for fairness is 3.02, for values is 3.43, for harmonious passion is 3.33 and lastly for obsessive passion is 2.98. All the values of standard deviation is less than one that means there is little dispersion from the average and the results obtained are reliable and can be generalized. All the variables are measured by using five point likert scale therefore the minimum and maximum scores of each variable lies between the range of 1-5 as shown in Table 4.5.

Table 4.5
Descriptive Statistics of Study Variables

	Variables	Min	Max	Mean	SD
1	Workload	1.20	4.60	3.07	0.78
2	Control	1.00	5.00	3.44	0.78
3	Reward	1.75	5.00	3.53	0.66
4	Community	1.20	5.00	3.53	0.74
5	Fairness	1.17	4.67	3.02	0.71
6	Values	1.25	5.00	3.43	0.87
7	Harmonious Passion	2.00	4.60	3.33	0.56
8	Obsessive Passion	1.50	4.67	2.98	0.79

4.2.2 Reliability Analysis

In order to measure the reliabilities of all the study variables the study uses cronbach's alpha to determine inter-item consistency. Acceptable alpha values are normally above 0.70 (Nunnally, 1978). However, the alpha values relatives of 0.60 can be accepted as well particularly if the variable is measured by using less number of items (Hair et al., 2006). In this study, all the scales have alpha scores greater than 0.70 except rewards (0.66) and obsessive passion (0.69) but even then these alpha scores are also acceptable. Thus, all the measurement scales are reliable and can be used further in the study.

Table 4.6
Reliability of the Measurement Scales

	Variables	Items	Cronbach's Alpha
1	Workload	5	0.71
2	Control	4	0.79
3	Reward	4	0.66
4	Community	5	0.78
5	Fairness	6	0.75
6	Values	4	0.79
7	Harmonious Passion	6	0.71
8	Obsessive Passion	6	0.69

4.3 GROUP COMPARISONS

The comparative analysis of different groups are conducted to assess the distribution of characteristics among all the study variables in order to pinpoint any systematic pattern that may affect the study results and thus, needs to be treated as control variables.

4.3.1 Comparisons of Study Variables by Age Groups

The group comparisons of all the study variables by age group are presented in Table 4.7. The comparison is made among two age categories i.e. below 25 and between 26 to 35. The results exhibits that there is no significant difference between the two age categories in relation to all the eight study variables as presented in Table 4.7.

Table 4.7
Group Comparisons by Age Groups

S#	Variables	Category	Mean	sd	P-value
1	Workload	Below 25	3.01	0.74	ns
		26 – 35	2.98	0.77	
2	Control	Below 25	3.39	0.68	ns
		26 – 35	3.43	0.93	
3	Reward	Below 25	3.50	0.54	ns
		26 – 35	3.58	0.74	
4	Fairness	Below 25	3.53	0.73	ns
		26 – 35	3.47	0.81	
5	Community	Below 25	3.04	0.70	ns
		26 – 35	2.90	0.71	
6	Values	Below 25	3.44	0.91	ns
		26 – 35	3.32	0.88	
7	Harmonious Passion	Below 25	3.29	0.49	ns
		26 – 35	3.37	0.64	
8	Obsessive Passion	Below 25	2.96	0.67	ns
		26 – 35	3.13	0.87	

4.3.2 Comparisons of Study Variables by Marital Status

Table 4.8 demonstrates the group comparison of all the study variables by marital status. The results show that there is no significant difference between two categories of marital status i.e. single and married in terms of all

the study variables except workload and control. For workload ($P < 0.01$) and for control ($P < 0.05$), both are reasonably higher for married as compare to single.

Table 4.8
Group Comparisons by Marital Status

S#	Variables	Category	Mean	sd	P-value
1	Workload	Single	2.95	0.73	**
		Married	3.38	0.79	
2	Control	Single	3.40	0.75	*
		Married	3.63	0.85	
3	Reward	Single	3.51	0.66	ns
		Married	3.60	0.66	
4	Fairness	Single	3.53	0.77	ns
		Married	3.54	0.67	
5	Community	Single	2.96	0.69	ns
		Married	3.19	0.75	
6	Values	Single	3.42	0.88	ns
		Married	3.49	0.89	
7	Harmonious Passion	Single	3.29	0.54	ns
		Married	3.41	0.59	
8	Obsessive Passion	Single	3.01	0.77	ns
		Married	2.81	0.83	

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

4.3.3 Comparisons of Study Variables by Organizational Status

The organizational status is divided into two categories i.e. public and private. The results of the statistical test manifests that there is no significant difference between the two status categories and all the study variables as presented in Table 4.9.

Table 4.9
Group Comparisons by Organizational Status

S#	Variables	Category	Mean	sd	P-value
1	Workload	Public	2.99	0.89	ns
		Private	3.09	0.74	
2	Control	Public	3.25	0.85	ns
		Private	3.47	0.76	
3	Reward	Public	3.41	0.70	ns
		Private	3.54	0.64	
4	Fairness	Public	3.57	0.88	ns
		Private	3.52	0.71	
5	Community	Public	2.89	0.79	ns
		Private	3.05	0.69	
6	Values	Public	3.29	1.11	ns
		Private	3.46	0.82	
7	Harmonious Passion	Public	3.32	0.71	ns
		Private	3.33	0.53	
8	Obsessive Passion	Public	2.99	0.79	ns
		Private	2.97	0.80	

4.3.4 Comparisons of Study Variables by Organizational Sector

The group comparisons between all the study variables by organizational sector are presented in Table 4.10. The results illustrates that there is no significant difference between the two categories of sector i.e. manufacturing and services and all the study variables except for harmonious passion ($P < 0.01$), which is relatively greater for service sector in comparison to manufacturing sector.

Table 4.10
Group Comparisons by Organizational Sector

S#	Variables	Category	Mean	sd	P-value
1	Workload	Manufacturing	3.09	0.84	ns
		Services	3.04	0.74	
2	Control	Manufacturing	3.35	0.70	ns
		Services	3.48	0.82	
3	Reward	Manufacturing	3.47	0.62	ns
		Services	3.55	0.68	
4	Fairness	Manufacturing	3.45	0.69	ns
		Services	3.58	0.77	
5	Community	Manufacturing	3.02	0.75	ns
		Services	3.01	0.69	
6	Values	Manufacturing	3.32	0.77	ns
		Services	3.49	0.90	
7	Harmonious Passion	Manufacturing	3.16	0.55	**
		Services	3.42	0.56	
8	Obsessive Passion	Manufacturing	2.94	0.84	ns
		Services	3.01	0.76	

**P < 0.01

4.4 BI-VARIATE CORRELATION

The study run Bi-variate Pearson Correlation analysis of all the study variables in order to find basic support for the relationship between all six areas of worklife and two facets of employees' job passion. Table 4.11 illustrates the detailed results of correlation analysis of study variables. The control variables exhibit no association with harmonious and obsessive passion except sector which is positively associated with harmonious passion only (0.210, $P < 0.05$). Reward has no significant relationship with any of the study variable except workload (-0.200, $P < 0.05$). An inspection of the bi-variate coefficients for the all the areas of worklife excluding reward reveals that these are *well less than unity* (range 0.370 - 0.640) and therefore, not linearly dependent. This simple measure rules out the chances of multicollinearity (Montgomery, 2009). The result also provides evidence that there is no significant relationship between harmonious and obsessive passion which denotes that both facets are distinct from each other.

As per our expectation areas of worklife might play significant role in nurturing both facets of job passion (harmonious and obsessive). The result shows that workload, control, community, fairness and values is significantly

and positively related to harmonious passion. Following are the correlation coefficient of areas of worklife and harmonious passion: workload and harmonious passion (0.342, $P < 0.01$), control and harmonious passion (0.443, $P < 0.01$), community and harmonious passion (0.392, $P < 0.01$), fairness and harmonious passion (0.343, $P < 0.01$), values and harmonious passion (0.333, $P < 0.01$). The values of correlation coefficient reveal that only control and community are highly correlated with harmonious passion in comparison to workload, fairness and values.

Conversely workload, control, community, fairness and values are significantly and negatively related to obsessive passion. Following are the correlation coefficient of areas of worklife and obsessive passion: workload and obsessive passion (-0.538, $P < 0.01$), control and obsessive passion (-0.398, $P < 0.01$), community and obsessive passion (-0.295, $P < 0.01$), fairness and obsessive passion (-0.388, $P < 0.01$), values and obsessive passion (-0.457, $P < 0.01$). The values of correlation coefficient reveal that workload and values are highly correlated with obsessive passion in comparison to control, fairness and community. On the whole, area of worklife except reward plays significant role in enhancing harmonious and obsessive passion among employees.

Here we need to recall research question 1a that is whether all six areas of worklife shows similar impact for each facet of job passion or not. Hence, through this correlational analysis the researcher find initial explanation to the answer of RQ 1a as the results shows that areas of worklife exhibit different nature of association for both harmonious and obsessive passion.

Table 4.11
Correlation Matrix

	Variables	1	2	3	4	5	6	7	8	9	10	11
1	Formal Education	1										
2	Org Tenure	0.152	1									
3	Marital Status (dummy)	0.189*	0.135	1								
4	Sector (dummy)	0.016	-0.050	0.100	1							
5	Workload	0.131	-0.003	0.244**	-0.027	1						
6	Control	0.182	0.110	0.129	0.063	0.520**	1					
7	Reward	-0.068	-0.192*	0.059	0.050	-0.200*	0.027	1				
8	Community	0.035	-0.073	0.003	0.076	0.370**	0.429**	0.154	1			
9	Fairness	0.088	-0.041	0.137	-0.019	0.517**	0.399**	-0.015	0.511**	1		
10	Values	0.054	0.014	0.035	0.080	0.476**	0.537**	0.019	0.586**	0.640**	1	
11	Harmonious Passion	0.009	0.055	0.096	0.210*	0.342**	0.443**	0.057	0.392**	0.343**	0.333**	1
12	Obsessive Passion	-0.110	-0.049	-0.109	0.054	-0.538**	-0.398**	0.040	-0.295**	-0.338**	-0.457**	0.027

n = 143; *P < 0.05, **P < 0.01

4.5 AREAS OF WORKLIFE AND HARMONIOUS PASSION

Hierarchical linear modeling is used to ascertain the effect of independent variables on dependent variables including the control variables and furthermore to measure various interactions among them. This type of linear regression entails step wise entry of models in order to evaluate their effects evidently.

Before entering independent variables in the model the effect of control variables is observed. As discussed in chapter 3, the control variables include formal education, organizational tenure, marital status and sector. Out of these 4 variables, two of them (i.e. formal education and organizational tenure) are numeric in nature whereas the remaining two (i.e. marital status and sector) are categorical in nature and entered as dummy variables.

Table 4.12 exhibits hierarchical linear models for harmonious passion. In Model 1, all the control variables are entered to examine the impact of each variable on harmonious passion. The result shows that organization sector ($P < 0.01$) has significant impact on harmonious passion. On the whole explanatory power of Model 1 is 9.4 percent that means 9.4 percent of variation in harmonious passion is caused by the control variables.

4.5.1 Research Question 1

Prior to the illustration of results for research question 1, we need to recall RQ 1a and 1b. RQ 1a focuses on whether all six areas of worklife show similar impact for each facet of job passion (i.e. harmonious and obsessive). The results of correlational analysis as presented in the above table gives initial foundation to the answer of RQ 1a that is areas of worklife have distinct implication for both facets of job passion (i.e. positive association with harmonious passion and negative association with obsessive passion). RQ 1b focuses on investigating the relative importance of each areas of worklife for both facets of job passion. Through hierarchical linear modeling the researcher tries to find further support for RQ1a and an answer to RQ1b. On the whole, the role of areas of worklife in influencing harmonious passion among employees is presented in Model 2.

Model 2, in Table 4.12 shows that all six areas of worklife are entered as independent variables. The results exhibit that out of all the six areas of worklife only control ($\beta = 0.258$, $P < 0.05$) and community ($\beta = 0.198$, $P < 0.05$) have significant and positive relationship with harmonious passion. On the whole explanatory power of Model 2 is 31.9 percent that means 31.9 percent of variation in harmonious passion is caused by the control variables and all six areas of worklife.

Furthermore, Model 3 is entered in order to clearly investigate the effect of control and community only. The results shows that control ($\beta = 0.321$, $P < 0.01$) and community ($\beta = 0.234$, $P < 0.05$) have significant and positive relationship with harmonious passion. On the whole explanatory power of Model 3 is 29.3 percent that means 19.9 percent of variation in harmonious passion is due to control and community only.

Table 4.12
Hierarchical Linear Models for Harmonious Passion

	Model 1	Model 2	Model 3	Model 4
<i>Control Variable</i>				
Formal Education	-0.002	-0.057	-0.047	-0.058
Org Tenure	0.106	0.107	0.090	0.107
Marital Status	0.090	-0.029	0.011	-0.006
Sector	0.262**	0.253**	0.239**	0.237**
<i>Areas of Worklife</i>				
Workload		0.125		
Control		0.258*	0.321**	0.264**
Reward		-0.017		
Community		0.198*	0.234*	0.002
Fairness		0.151		
Values		-0.096		
<i>Two Way Interaction</i>				
Community x Fairness				0.310*
R ²	0.094	0.319	0.293	0.320

* P < 0.05; ** P < 0.01

Thus, the researcher finds support for the initial answer to RQ1a as the results clearly exhibits that control and community are positively associated with harmonious passion. Similarly, control and community are relatively most important areas of worklife for employee with harmonious passion i.e. the answer to RQ1b.

4.5.2 Research Question 2

Research Question 2 is regarding significant interactions between areas of worklife and harmonious passion. The researcher observed 15 possible two-way interactions but identify only single notable interaction that is presented in Model 4 of Table 4.12. Two-way interaction term of community and fairness is entered in Model 4 and proves to be statistically significant ($\beta = 0.310$, $P < 0.05$). On the whole explanatory power of Model 4 is 32 percent which shows 3% of additional variation in harmonious passion caused by the interactive term. Value of R-square is highest in model 4 due to interactive term of community and fairness.

4.6 AREAS OF WORKLIFE AND OBSESSIVE PASSION

Hierarchical linear models for obsessive passion are presented in Table 4.13. In Model 1 all the control variables are entered to examine the impact of each variable on dependent variable (i.e. obsessive passion). The result shows that all the four variables have no significant effect on obsessive passion. On the whole explanatory power of Model 1 is 7.2 percent that means 7.2 percent of variation in obsessive passion is caused by the control variables.

4.6.1 Research Question 1

To further validate the answer of RQ1a and to find the answer of RQ1b Model 2 is presented in Table 4.13 that explains the impact of areas of worklife in nurturing obsessive passion among employees. Model 2 shows that all six areas of worklife are entered as independent variables. The results exhibit that out of all the six areas of worklife only workload ($\beta = -0.404$, $P < 0.01$) and values ($\beta = -0.318$, $P < 0.05$) have significant and negative relationship with obsessive passion. On the whole explanatory power of Model 2 is 42.1 percent that means 42.1 percent of variation in obsessive passion is due to the control variables and all six areas of worklife.

Furthermore, Model 3 is entered in order to clearly investigate the effect of workload and values on obsessive passion. The results shows that workload ($\beta = -0.411$, $P < 0.01$) and values ($\beta = -0.281$, $P < 0.01$) have significant and negative relationship with obsessive passion. On the whole explanatory power of Model 3 is 40.6 percent that means 33.4 percent of variation in obsessive passion is caused only by workload and values.

Thus the researcher finds support for the initial answer to RQ1a as the results clearly exhibits that workload and values are negatively associated with Obsessive passion. Similarly, workload and values are relatively most important areas of worklife for employee with obsessive passion i.e. the answer to RQ1b.

Table 4.13
Hierarchical Linear Models for Obsessive Passion

	Model 1	Model 2	Model 3	Model 4
<i>Control</i>				
Formal Education	-0.039	-0.003	-0.003	-0.014
Org Tenure	-0.061	-0.041	-0.064	-0.047
Marital Status	-0.205	-0.046	-0.048	-0.060
Sector	0.179	0.179*	0.175*	0.184*
<i>Areas of Worklife</i>				
Workload		-0.404**	-0.411**	-0.631**
Control		-0.117		
Reward		-0.032		
Community		0.029		
Fairness		0.116		
Values		-0.318*	-0.281**	-0.378**
<i>Two Way Interaction</i>				
Workload x Fairness				0.318^
R ²	0.072	0.421	0.406	0.426

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

4.6.2 Research Question 2

Research Question 2 is regarding significant interactions between areas of worklife and obsessive passion. The study observe various models to find out notable interactions but identify only single interaction out of 15 possible two-way interactions that proves to play significant role and is presented in Model 4 of Table 4.13. Interaction term of workload and fairness is entered in Model 4 and proves to be statistically significant ($\beta = 0.318$, $P < 0.10$). On the whole explanatory power of Model 4 is 42.6 percent which shows an additional explanation of approx. 2 percent in comparison to Model 3. Moreover, Value of R-square is highest in model 4 due to interactive term of workload and fairness.

4.7 SUMMARY

The study analyzes the data of 143 respondents that shows diversified representation in terms of age, marital status, organizational sector and organizational status. The study conducts comparative analysis of different groups to assess distribution of properties among study variable. The result of group comparisons reveals that employees working in service sector exhibits more harmonious passion and married are more perceptive to workload as well

as control and thus are used as control variables along with formal education and organizational tenure.

The results of bi-variate correlation analysis and hierarchical linear modeling exhibit that area of worklife show distinct nature of association for both facets of job passion. Control and community plays significant and positive role in influencing harmonious passion. Conversely the picture is different for the obsessive passion. Workload and values play significant and negative role in influencing obsessive passion among employees. Thus, distinct areas of worklife play important role in influencing both facets of job passion.

Furthermore, to find out notable interaction term for both facets of job passion multiple models are regressed. The result shows that fairness plays vital role in influencing both facets of job passion. The interactive term of community and fairness proves to be statistically significant for harmonious passion. Whereas the interactive term of workload and fairness is statistically significant for obsessive passion.

CHAPTER 5

DISCUSSIONS AND CONCLUSION

5.1 DISCUSSIONS

The study is undertaken to explore the antecedents of job passion i.e. a job attitude, essential for employees optimal functioning and organizational well-being. Numerous researches on passion claim that contextual factors might play significant role in influencing both harmonious and obsessive passion (Balon et al., 2013; Ho et al., 2011; Lavigne et al., 2012; Perrewe et al., 2014). Moreover, on account of the fact that organizational contextual factors play significant role in enhancing employees' job attitude and work behavior, area of worklife model is taken into consideration to study its impact on both facets of job passion. The study revolves around instigating the role of areas of worklife in nurturing job passion (i.e. harmonious and obsessive passion). In case areas of worklife plays significant role, then does they produce similar impact for both facets of job passion or not and what is the explanatory role of areas of worklife for both facets of job passion. Furthermore, is there any interactive term that stimulate the relationship between areas of worklife and both facets of job passion.

The study explores new relationship between areas of worklife and both facets of job passion. The result of the study reveals that both types of passion are distinct and therefore are influenced diversely by different areas of worklife. The literature on facets of job passion coherently manifest that both the types of passion are different and have distinct implications (Thorgren et al., 2013). Likewise, the adaptive outcomes of harmonious passion and the maladaptive outcomes of obsessive passion respectively, are demonstrated as deeply ingrained characteristics, that reveals a clear distinction between two forms of job passion (Balon et al., 2013).

The results of the relationship between areas of worklife and harmonious passion show that out of all six areas of worklife only control and community are significantly and positively related to harmonious passion. These results are somehow indirectly consistent with the previous researches available on work passion. The concept of control is pivotal characteristics of harmonious passion, as it entails that an individual has the power to decide at what time, in what way, and what amount of engagement is needed in his/her job (Thorgren et al., 2013). The concept of Job autonomy (i.e. extent to which an employee is given an opportunity to make decisions and have control over

the job being executed) is relevant to the concept of “control” as both of them somehow look alike (Lapierre and Allen, 2012). Job autonomy is a strong predictor of harmonious passion among employees (Fernet et al., 2014). Moreover, the literature on passion posits that individuals with harmonious passion possess more control over their activities (Forest et al., 2012; Lavigne et al., 2014). All this conveys that control is much important for harmonious passion which can be clearly observed from the results.

Similarly community is amalgamation of control and social support. Vallerand and Houliort, (2003) suggested that organizations that provide their workers with socially supportive, versatile, secure and healthy work environment will likely to produce harmonious passion among employees. The theoretical and empirical research on harmonious passion proposed strong association with functional behaviors owing to the fact that employees avoid conflicts with others identities (Vallerand et al., 2003, 2007). The current study empirically investigates and found similar results.

Conversely workload, rewards, fairness and values does not show any significant relationship with harmonious passion. In accordance with self-determination theory such type of passion originates from autonomous internalization which is free from any internal or external pressures as well as social contingences i.e. recognition and appreciation, self-esteem, social acceptance etc. (Vallerand, 1997; Sheldon, 2002). According to Bakker et al., (2011) employees with positive attitude develop their personal positive feedback concerning appreciation, recognition, fairness etc. Therefore rewards, fairness and values does not attain much importance in influencing harmonious passion as employees love for the job depends upon the characteristics of the job itself (Ho et al., 2011) that is contrary to meeting personal standards and gaining favorable outcomes.

Similarly the construct of workload remains insignificant as the employees with harmonious passion positively evaluates their job duties and responsibilities (Lavigne et al., 2014). Even though the job is important for them but still it does not attain overpowering position in their identities (Trepanier et al., 2014) and they don't feel overburdened due to their job duties. Employees with positive attitude enjoy their work to an extent that after working whole day they express their tiredness in a pleasant way. They relate their efforts with positive accomplishments as their driving force is not their irresistible self but the job itself (Bakker et al., 2011). Briefly, we can say that harmonious passion is an important construct that needs to be developed and nurtured among employees as it is essential in terms of improving employee's vitality and performance. Hence, the two main areas of worklife that needs to be focused for harmonious passion are control and community.

Contrarily, the results of the relationship between areas of worklife and obsessive passion reveals that out of all six areas of worklife only workload and values are significantly and negatively related to obsessive passion. This negativity in the results can be justified through numerous researches on passion. The unique features of harmonious and obsessive passion distinguish them considerably from each other (e.g. Balon et al., 2013; Carver and Scheier, 1998; Ho et al., 2011; Thorgren and Wincent, 2013; Vallerand et al., 2003, 2007). Harmonious passion leads to positive outcomes whereas obsessive passion leads to more negative outcomes (e.g. Forest et al., 2011; Houliort et al., 2014; Vallerand, 2010, 2012).

Workload is negatively related to obsessive passion can be justified because such type of passion always leads to negative evaluation of the job (Lavigne et al., 2014). Obsessive passion make employees always feel overloaded with their duties and responsibilities as they have limited self-regulation skills that incorporate complications in adjusting to various job tasks and in disconnecting when required (Carver and Scheier, 1998). In addition, job occupies too much space in individual identity that they cannot help themselves but to perform them (Carbonneau et al., 2008). Thus, perception of increasing workload will produce more obsessive passion among employees and vice versa.

Values are negatively related to obsessive passion. In other words positive values will reduce obsessive passion among employees because individuals with obsessive passion tend to have pessimistic approach towards the activity they are passionate about (Thorgren and Wincent, 2013). Similarly, employees who identify themselves with their organization are more contented with the need of autonomy, job control and work challenges (Hall et al., 1970) thus this positive connotation of beliefs will likely to reduce the negativity among obsessively passionate employees as exhibited by the results.

Meanwhile control, rewards, fairness and community does not show any significant relationship with obsessive passion. Employees with obsessive passion are always in control of their jobs as they have no powers to decide on their own when or when not to engage in their job (Balon et al., 2013). This all happens due to various contingencies attached to their jobs such as social acceptance, self-esteem, meeting performance expectations etc. (Lavigne et al., 2014). Thus, for such individual the concept of having control over their job dissipates as they are pressurized to perform their jobs. Rewards also play insignificant role in generating obsessive passion among employee which apparently seems contradictory as such type of passion is developed due to some internal or external contingences being attached to it such as aspiration

for excellence appreciation and recognition, social acceptance etc. (Lavigne et al., 2014; Mageau and Vallerand, 2007). Vallerand et al., (2003) in his study claimed that performance contingent rewards has tendency to lessen autonomous internalization towards a job and therefore might encourage the development of obsessive passion or can even prevent the development of job passion completely. Therefore future research is needed to explore in detail the impact of various rewards on both facets of job passion.

Unlike harmonious passion, obsessive passion is not part of integrated self. The driving force of individual is the urge of engaging in the activity (i.e. job) due to ego-invested self which is uncontrollable (Hodgins and Knee, 2002). Employees with obsessive passion protect their own constructed self-structures by only interpreting situations that seems self-confirmatory (Thorgren and Wincent, 2013). In addition, irrespective of the organizations' valuation system the employees are concerned about the contingencies attached to their jobs. Thus fairness proves to be less important for such individuals. Furthermore, the non-significant relationship of community and obsessive passion is plausible as employees with obsessive passion are not concerned about building social relationships at work. As such type of passion causes dysfunctional behaviors and severe personal costs in terms of failed relationships (Mageau et al., 2005; Ratelle et al., 2004).

Obsessive passion can prove hazardous to employee's energy and well-being therefore it's important for the organization and managers as well to control and undermine factors that turn employee's passion into obsessive passion towards work.

Irrespective of the fact that fairness alone does not show any significant impact on both facets of job passion, however it plays significant role as an interactive term for both harmonious and obsessive passion. The interaction term of fairness and community plays significant role in enhancing harmonious passion. Likewise the interaction term of fairness and workload stimulate obsessive passion among employees. Fairness literature proves that fairness is an important construct for all types of employees working in the organization as it has tendency to modify behavioral and attitudinal outcomes that are necessary for effective functioning of organizations and employees (Colquitt et al., 2001; Hoogervorst et al., 2013). Similarly, employees who believe that they are fairly treated in their organization will likely to hold positive attitude toward their job, job outcomes and their supervisors (Moorman, 1991).

On the whole, there is no prior research and literature review available on the link between our study variables. Thus, the study gives new insight to the research scholar to further explore our study variables.

5.2 IMPLICATIONS

5.2.1 Theoretical

The study makes various theoretical implications. Firstly, Job passion as a construct needs extensive scholarly attention as it is a newly emerging construct in the field of organizational behavior. Previously the research on job passion revolves around exploring its various individual and organizational level consequences. The adaptive outcomes of harmonious passion and non-adaptive or maladaptive outcomes of obsessive passion signify the importance of these constructs. At this stage it is more important to highlight various determinants of both facets of job passion. Thus, this study gives new insight to explore the factors that influence harmonious passion and undermines obsessive passion among employees.

Secondly, literature on areas of worklife is limited to the extent of generating burnout and engagement among employees. However, all the six areas of worklife are the essential elements of the work environment that have potential to enhance or undermine innumerable work behaviors and job attitudes. Researchers must look upon other individual job aspects that can be affected by these areas of worklife.

5.2.2 Practical

Practitioners need a more conceptual understanding of the factors that influence the development of job passion among employees. Indeed, the results of the study reveal that high level of control and positive community will influence harmonious passion among employees. Contrarily, unmanageable workload and negative values will enhance obsessive passion among employees. Therefore, when redesigning work environments and job, the foremost recommendation is to create possible situation that enhances harmonious passion and mitigates obsessive passion among workers. Reducing obsessive passion among employees may proves to be very challenging for managers because it is matter of shaping work environment in such a manner that individuals for their own sake acquire vision of delight while engaging in their jobs and not because of gaining self-worth. Whereas it is much easier to stimulate harmonious passion as no contingencies are attached to it.

Organizations must conduct employee survey to audit which type of passion is more dominating among workers and how to handle them likewise. Managers when modifying work environment according to varying nature of passion among employees, it is essential to consider these implications.

Career development programs could be designed that not only focus external goals but also consider life goals that enabled career progression. In this way, organizations look more concerned and shows greater acceptance of employees lives apart from work settings. Organizations must take one step ahead and support their obsessively passionate employees to achieve other goals of life as this would help them to bring harmony in their personal and professional life. On the other hand referring to harmoniously passionate employees, managers need to execute succession planning and make provisions for their learning, growth and development. Moreover, managers must help them to promote from within whenever feasible.

The core determinants of harmonious passion are control and community. Managers must take some proactive steps to foster conditions that employees feel influential and believe that their contributions are substantial such as: have a look with their employees over job descriptions, empowering them to make decisions on their own and respond positively to their feedbacks, give them authority and responsibility etc. By doing so, managers can enhance the growth of harmonious passion among employees by creating a work environment where they have control over their job decisions and perceive more work autonomy. Likewise managers need to build up strong interpersonal relationship i.e. community among workers to boost their harmonious passion such as: create pleasant environment of trust and collaboration among them, address and sort out conflicts between workers effectively in a timely manner, encourage them to work in teams with high team spirit and fun, help employees to understand the positive impact on their work due to supportive relationship with the colleagues, remove such job descriptions that make employees to stuck within a box, allow them to have open discussion regarding any issue either personal or professional to develop better understanding with one another etc.

The core determinants that influence the development of obsessive passion are unmanageable workload and negative values. Managers must take some steps to reduce obsessive passion with the help of overcoming the negative perception of values and workload among employees. Such as make the job candidates clear about the organization values and ensure that their personal values are consistent with the organizational values during the recruitment procedure, encourage them to make personal fit with their

organizational values. Share and remind the company mission, vision, strategy, objectives and goals with every employee to embody these organizations values in such a manner that they get down to their day to day job. Moreover, by doing so employees got to know that their contributions matters as to achieve organizational overall objective and thus give purpose and meaning to their efforts which can reduce obsessive passion for their jobs. Similarly managers need to determine the main cause of work overload either by conducting a survey or interviewing every employee individually. They must encourage employees to have equilibrium in their work commitments and other goals of life and lastly must assign them only those job duties and responsibilities in which they have personal interest. All these action will help to mitigate obsessive passion among employees.

As per the study results fairness plays an interactive role with other areas of worklife to stimulate both types of job passion. Managers make sure that presence of fairness in the workplace is highly important for every kind of employee. Therefore, employees should be assured by their managers that there are clear procedures and policies in the workplace. Organization must foster the culture of openness, trust, respect, and honesty. Managers need to recognize and even reaffirm their employees that they all are equal and must be given equal opportunities. Even doing so, few employees still believes that they are treated unfairly therefore organization must provide them with a clear appeal process to plead their issues.

All the above stated efforts of managers and organization would help employees in enhancing their harmonious passion and reducing their obsessive passion towards their job.

5.3 LIMITATIONS AND FUTURE DIRECTIONS

The study has various limitations. The first limitation of this study is the use of executive MBA students as respondents. Although in organizational behavior literature, innumerable researches and statistical comparisons exhibit correspondence between student samples and field research (Anderson et al., 1999; Locke, 1986; Mitchell, 2012). However, future research should take advantage through examining the impact of areas of worklife on both facets of job passion by using a sample of permanent employees in large organizations. Adding in, this is the first study that examines the relationship between areas of worklife and two facets of job passion, therefore the current results need more replication and verification, ideally with diverse samples across various industries, with the view to get greater assurance and generalizability of the results.

The second limitation of this study is the use of cross sectional design which creates hindrance in establishing causal direction of relationships. Presupposing, an employee loves his current status of job due to which he admires and responds to his work environment in a specific manner, invest positive affective and cognitive energies into his job, etc. What if, his job responsibilities changed or job tenure is prolonged to an extent that he may lose his intensive liking and love for the job. Therefore future research would take advantage from the use of longitudinal data to overcome such possibilities.

The third possible limitation is that the study measured job passion as an inclusive job attitude (one unit) which precludes the possibility that employee may be more passionate about specific job task. Knowing that job as an inclusive unit consists of multiple tasks, duties and responsibilities. However, the past research on job passion is consistent with our study conceptualization and furthermore the data collected shows that employees experience harmonious and obsessive passion for the job as a single unit. Thus, future research would prove more beneficial if it considers passion for specific tasks instead of passion for the whole job.

The fourth limitation of this study is that the selected sample of students exhibits male dominance. Thus, a future research would be interesting to explore the disparity in the link of areas of worklife and both facets of job passion due to gender differences.

Another potential limitation of this study is that all the variables are measured through self-reports and thus involves some risk of biasness. However self-report survey is not always unsuitable as literature review reveals that biasing factors do not have uniform and powerful effects (Conway and Lance, 2010). For this study, self-report survey is appropriate method for data collection as all the constructs investigated are phenomena gone through by the individuals (of personal nature). Furthermore to reduce the chances of such bias the study uses the technique of reverse coding of various items of the questionnaire.

The sixth possible limitation of this study is that measures of rewards and obsessive passion generate reliability coefficient in the range of 0.60-0.70, which could have affected the stability of our findings. However, a future research is needed to reproduce few of the current results.

In addition, direction for future research is to explore other possible antecedents of both facets of job passion (i.e. harmonious and obsessive) such as job characteristic, personal traits, individual preferences, situational features etc.

5.4 CONTRIBUTIONS

The current study contributes to the knowledge of both facets of job passion construct i.e. harmonious passion and obsessive passion. So far, little research has dealt with the growth and development of passion through various personality dimensions especially in the context of non-work related activities (e.g. Balon et al., 2013; Mageau et al., 2009; Tosun and Laujen, 2009; Vallerand et al., 2006; Wang and Yang, 2008). For the first time Mageau et al.,(2009) tries to investigate both personal and societal factors that likely to influence the development of passion among athletes and musicians. However no empirical study has been conducted to explore the role of personal and situational factors in the development of harmonious and obsessive passion in the work context except one by Forest et al., (2012) who explored that one's signature strength (personal factor) has the tendency to increase harmonious passion among employees. As far as we know, this is the first study that highlights six areas of worklife as possible antecedents of job passion i.e. harmonious and obsessive passion. In other words, the study tried to explore the role of contextual factors in nurturing both facets of job passion and thus, make several contributions:

The major contribution of the study is to reveal the predominance of distinct areas of worklife in influencing both facets of job passion. As both types of passion (harmonious and obsessive) have its own unique characteristics that lead them to varying outcomes, similarly different contextual factors play essential role in the development of both types of passion. The empirically investigated relationship between various areas of worklife and both facets of job passion are first of its kinds and to the best of our knowledge has not been explored.

Another contribution of the study is the interactive role of fairness for stimulating both facets of job passion. In others words, the interaction term of fairness and community vitalize harmonious passion and furthermore the interaction term of fairness and workload stimulates obsessive passion among employees.

In addition the study also contributes to the literature of six areas of worklife. In terms of its consequences previous researches has only focused on burnout the most and few focused on employees well-being and engagement.

Therefore, the present study also contributes to areas of worklife research by exploring its other possible consequences i.e. harmonious and obsessive passion.

Lastly, the study contributes to the knowledge of Pakistani practitioners as it is first of its kind in Pakistan that highlights the antecedents of job passion which is an important workers' job attitude that needs to be polished and nurtured for the well-being of employees as well as the organizations. The Present study tries to limelight few important factors that can be taken into consideration by managers of the organization to assure their employees and organizations productivity.

5.5 CONCLUSION

The current study unveils predominance of different contextual factors for both facets of employees' job passion as presumed in previous research (Balon et al., 2013) actually achieved its desired goal. The study has explored the role of areas of worklife (i.e. workload, control, rewards, community, fairness and values) on both facets of job passion (i.e. harmonious and obsessive) from the sample of executive MBA students. The results clearly exhibit that control and community plays significant and positive role in enhancing harmonious passion among employees. Conversely workload and values plays significant and negative role in nurturing obsessive passion among employees. Furthermore, the notable interaction term of fairness and community plays significant role in stimulating harmonious passion among employees. Contrarily, the interaction term of fairness and workload has tendency to influence obsessive passion among employees. The study produces various insights and suggestions in terms of factors that need to be considered in developing harmonious passion and controlling negative vibes of obsessive passion among employees.

REFERENCES

1. Alarcon, G.M. and Lyons, J.B. (2011). The Relationship of Engagement and Job Satisfaction in Working Samples. *The Journal of Psychology*, 145(5), 436-480.
2. Amiot, C.E., Vallerand, R.J. and Blanchard, C.M. (2006). Passion and Psychological Adjustment: A Test of the Person-Environment Fit Hypothesis. *Personality and Social Psychology Bulletin*, 32, 220-229.
3. Amos, E.A. and Weathington, B.L. (2008). An Analysis of the Relation Between Employee-Organization Value Congruence and Employee Attitudes. *The Journal of Psychology*, 142(6), 615-631.
4. Anderson, C.A., Lindsay, J.J. and Bushman, B.J. (1999). Research in the Psychological Laboratory: Truth or Triviality? *Current Directions in Psychological Science*, 8(1), 3-9.
5. Aron, A., Aron, E.N. and Smollan, D. (1992). Inclusion of Other in the Self Scale and the Structure of Interpersonal Closeness. *Journal of Personality and Social Psychology*, 63(4), 596-612.
6. Bakker, A.B. and Demerouti, E. (2007). The Job Demands Resources Model: State of the Art. *Journal of Managerial Psychology*, 22(3), 309-328.
7. Bakker, A.B., Albrecht, S.L. and Leiter, M.P. (2011). Key Questions Regarding Work Engagement. *European Journal of Work and Organizational Psychology*, 20(1), 4-28.
8. Bakker, A.B., Demerouti, E. and Verbeke, W. (2004). Using the Job Demands-Resources Model to Predict Burnout and Performance. *Human Resource Management*, 43(1), 83-104.
9. Balon, S., Lecoq, J. and Rime, B. (2013). Passion and Personality: Is Passionate Behavior a Function of Personality? *European Journal of Applied Psychology*, 63(1), 59-65.
10. Bamford, M., Wong, C.A. and Laschinger, H. (2013). The Influence of Authentic Leadership and Areas of Worklife on Work Engagement of Registered Nurses. *Journal of Nursing Management*, 21(1), 529-540.

11. Baum, J.R. and Locke, E.A. (2004). The Relationship of Entrepreneurial Traits, Skill, and Motivation to Subsequent Venture Growth. *Journal of Applied Psychology*, 89(4), 587-598.
12. Belanger, J.J., Lafreniere, M.A., Kruglanski, A.W. and Vallerand, R.J. (2013). Driven by Fear: The Effect of Success and Failure Information on Passionate Individuals Performance. *Journal of Personality and Social Psychology*, 104(1), 180-195.
13. Belanger, J.J., Lafreniere, M.A., Kruglanski, A.W. and Vallerand, R.J. (2013). When Passion Makes the Heart Grow Colder:The Role of Passion in Alternative Goal Suppression. *Journal of Personality and Social Psychology*, 104(1), 126-147.
14. Boyatzis, R., Mckee, A. and Goleman, D. (2002). Reawakening Your Passion for Work. *Harvard Business Review*, 80, 86-94.
15. Carbonneau, N., Vallerand, R.J., Fernet, C. and Guay, F. (2008). The Role of Passion for Teaching in Intrapersonal and Interpersonal Outcomes. *Journal of Educational Psychology*, 100(4), 977-987.
16. Cardon, M.S., Wincent, J., Singh, J. and Drnovsek, M. (2009). The Nature and Experience of Entrepreneurial Passion. *Academy of Management Review*, 34(3), 511-532.
17. Carver, C.S. and Scheier, M.F. (1998). *On the Self-Regulation of Behavior*. Cambridge University Press.
18. Colquitt, J.A., Conlon, D.E., Ng, K.Y., Wesson, M.J. and Porter, C.O. (2001). Justice at the Millennium: A Meta-Analytic Review of 25 years of Organizational Justice Research. *Journal of Applied Psychology*, 86(3), 425-445.
19. Conway, J.M. and Lance, C.E. (2010). What Reviewers Should Expect from Authors Regarding Common Method Bias in Organizational Research. *Journal of Business Psychology*, 25(1), 325-334.
20. Cordes, C.L. and Dougherty, T.W. (1993). A Review and an Integration of Research on Job Burnout. *Academy of Management Review*, 18(4), 621-656.

21. Cremer, D.D., Brockner, J., Fishman, A., Dijke, M.V., Olffen, W.V. and Mayer, D.M. (2010). When do Procedural Fairness and Outcome Fairness Interact to Influence Employees' Work Attitudes and Behaviors? The Moderating Effect of Uncertainty. *Journal of Applied Psychology*, 95(2), 291-304.
22. Daniels, K., Beesley, N., Wimalasiri, V. and Cheyne, A. (2013). Problem Solving and Well-Being: Exploring the Instrumental Role of Job Control and Social Support. *Journal of Management*, 39(4), 1016-1043.
23. Gieter, S.D., Cooman, R.D., Pepermans, R., Caers, R., Du Bois, C. and Jegers, M. (2006). Identifying Nurses' Rewards: A Qualitative Categorization Study in Belgium. *Human Resources for Health*, 4(15), 1-15.
24. Gieter, S.D., Cooman, R.D., Pepermans, R. and Jegers, M. (2008). "Manage Through Rewards, Not Only Through Pay: Establishing the Psychological Reward Satisfaction Scale." In *Reward Management—Facts and Trends in Europe*, ed. M. Vartiainen, C. Antoni, X. Baeten, N. Hakonen, R. Lucas, and H. Thierry, 97-117. Lengerich, Germany: Pabst Science.
25. Deci, E.L. and Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
26. Deci, E.L. and Ryan, R.M. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227-268.
27. DeFreese, J.D. and Smith, A.L. (2013). Areas of Worklife and the Athlete Burnout-Engagement Relationship. *Journal of Applied Sport Psychology*, 25(2), 180-196.
28. Dijke, M.V., Cremer, D.D., Mayer, D.M. and Quaquebeke, N.V. (2012). When does Procedural Fairness Promote Organizational Citizenship Behavior? Integrating Empowering Leadership Types in Relational Justice Models. *Organizational Behavior and Human Decision Processes*, 117, 24-40.

29. Doef, M.G. and Maes, S. (1999). The Job Demand-Control (-Support) Model and Psychological Well-being: A Review of 20 years of Empirical Research. *Work & Stress: An International Journal of Work, Health & Organizations*, 13(2), 87-114.
30. Donahue, E.G., Forest, J., Vallerand, R.J., Lemyre, P.N., Braud, L.C. and Bergeron, E. (2012). Passion for Work and Emotional Exhaustion: The Mediating Role of Rumination and Recovery. *Applied Psychology: Health and Well-Being*, 4(3), 341-368.
31. Dwyer, D.J. and Ganster, D.C. (1991). The Effects of Job Demands and Control on Employee Attendance and Satisfaction. *Journal of Organizational Behavior*, 12, 595-608.
32. Edwards, J.R. and Cable, D.M. (2009). The Value of Value Congruence. *Journal of Applied Psychology*, 94(3), 654-677.
33. Erdogan, B., Kraimer, M.L. and Liden, R.C. (2004). Work Value Congruence and Intrinsic Career Success: The Compensatory Roles of Leader-Member Exchange and Perceived Organizational Support. *Personnel Psychology*, 57(1), 305-332.
34. Fernet, C., Lavigne, G.L., Vallerand, R.J. and Austin, S. (2014). Fired up with Passion: Investigating How Job Autonomy and Passion Predict Burnout at Career Start in Teachers. *Work & Stress*, 28(3), 270-288.
35. Forest, J., Mageau, G.A., Braud, L.C., Bergeron, E., Dubreuil, P. and Lavigne, G.L. (2012). Harmonious Passion as an Explanation of the Relation Between Signature Strengths' Use and Well-Being at Work: Test of an Intervention Program. *Human Relations*, 65(9), 1233-1252.
36. Forest, J., Mageau, G.A., Sarrazin, C. and Morin, E.M. (2011). Work is My Passion: The Different Affective, Behavioural, and Cognitive Consequences of Harmonious and Obsessive Passion Toward Work. *Canadian Journal of Administrative Sciences*, 28(1), 27-40.
37. Fox, M.L., Dwyer, D. and Ganster, D.C. (1993). Effects of Stressful Job Demands and Control on Physiological and Attitudinal Outcomes in a Hospital Setting. *Academy of Management Journal*, 36(2), 289-318.

38. Gascon, S., Leiter, M.P., Stright, N., Santed, M.A., Marin, J.M., Andres, E. (2013). A Factor Confirmation and Convergent Validity of the "Areas of Worklife Scale" (AWS) to Spanish Translation. *Health and Quality of Life Outcomes*, 11(63), 1-11.
39. Gelsema, T.I., Doef, M.V., Maes, S., Janssen, M., Akerboom, S. and Verhoeven, C. (2006). A Longitudinal Study of Job Stress in the Nursing Profession: Causes and Consequences. *Journal of Nursing Management*, 14(1), 289-299.
40. Greco, P., Laschinger, H.K. and Wong, C. (2006). Leader Empowering Behaviours, Staff Nurse Empowerment and Work Engagement/Burnout. *Nursing Leadership*, 19(4), 41-56.
41. Greenberg, J. (1990). Organizational Justice: Yesterday, Today and Tomorrow. *Journal of Management*, 16(2), 399-432.
42. Greenglass, E.R., Burke, R.J. and Moore, K.A. (2003). Reactions to Increased Workload: Effects on Professional Efficacy of Nurses. *Applied Psychology: An International Review*, 52(4), 580-597.
43. Hair, J., Black, W., Babin, B., Anderson, R. and Tatham, R. (2006). *Multivariate data analysis* (6th ed.). New Jersey: Pearson Educational, Inc.
44. Hall, D.T., Schneider, B. and Nygren, H.T. (1970). Personal Factors in Organizational Identification. *Administrative Science Quarterly*, 15(2), 176-190.
45. Ho, V.T., Wong, S.-S. and Lee, C.H. (2011). A Tale of Passion: Linking Job Passion and Cognitive Engagement to Employee Work Performance. *Journal of Management Studies*, 48(1), 26-47.
46. Hodgins, H.S. and Knee, C.R. (2002). The Integrating Self and Conscious Experience. In E.L. Deci & R.M. Ryan (Eds.). *Handbook of Self-Determination Research: Theoretical and Applied Issues*, 87-100. Rochester, NY: University of Rochester Press.
47. Hoogervorst, N., Cremer, D.D. and Dijke, M.V. (2013). When do Leaders Grant Voice? How Leaders Perceptions of Followers Control and Belongingness Needs Affect the Enactment of Fair Procedures. *Human Relations*, 66(7), 973-992.

48. Houliort, N., Koestner, R., Joussemet, M., Vivier, A.N. and Leves, N. (2002). The Impact of Performance-Contingent Rewards on Perceived Autonomy and Competence. *Motivation and Emotion*, 26(1), 279-295.
49. Houliort, N., Philippe, F.L., Vallerand, R.J. and Menard, J. (2014). On Passion and Heavy Work Investment: Personal and Organizational Outcomes. *Journal of Managerial Psychology*, 29(1), 25-45.
50. Huang, Y.H., Chen, C.H., Du, P.L. and Huang, I.C. (2012). The Causal Relationships Between Job Characteristics, Burnout, and Psychological Health: A Two Way Panel Study. *The International Journal of Human Resource Management*, 23(10), 2108-2125.
51. Humphrey, S.E., Nahrgang, J.D. and Morgeson, F.P. (2007). Integrating Motivational, Social, and Contextual Work Design Features: A Meta-Analytic Summary and Theoretical Extension of the Work Design Literature. *Journal of Applied Psychology*, 92(5), 1332-1356.
52. Ilies, R., Dimotakis, N. and Pater, I.E. (2010). Psychological and Physiological Reactions to High Workloads: Implications for Well-Being. *Personnel Psychology*, 63(2), 407-436.
53. Jowett, S., Lafreniere, M.A. and Vallerand, R.J. (2012). Passion for Activities and Relationship Quality: A Dyadic Approach. *Journal of Social and Personal Relationships*, 30(6), 734-749.
54. Karasek, R.A. and Theorell, T. (1990). *Healthy work: stress, productivity and the reconstruction of working life*. New York: Basic Books.
55. Karatepe, O.M. (2013). The Effects of Work Overload and Work-Family Conflict on Job Embeddedness and Job Performance. *International Journal of Contemporary Hospitality Management*, 25(4), 614-634.
56. Lafreniere, M.A.K., Belanger, J.J., Sedikides, C. and Vallerand, R.J. (2011). Self-Esteem and Passion for Activities. *Personality and Individual Differences*, 51(4), 541-544.
57. Landsbergis, P.A. (1988). Occupational Stress Among Health Care Workers: A Test of the Job Demands-Control Model. *Journal of Organizational Behavior*, 9, 217-239.

58. Lapierre, L.M. and Allen, T.D. (2012). Control at Work, Control at Home, and Planning Behavior: Implications for Work-Family Conflict. *Journal of Management*, 38(5), 1500-1516.
59. Laschinger, H.K. and Grau, A.L. (2012). The Influence of Personal Dispositional Factors and Organizational Resources on Workplace Violence, Burnout, and Health Outcomes in New Graduate Nurses: A Cross-Sectional Study. *International Journal of Nursing Studies*, 49(1), 282-291.
60. Laschinger, H.K. and Wong, C.A. (2006). The Impact of Staff Nurse Empowerment on Person-Job Fit and Work Engagement/Burnout. *Nurse Administration Quarterly*, 30(4), 358-367.
61. Lavigne, G.L., Forest, J. and Braud, L.C. (2012). Passion at Work and Burnout: A Two-Study Test of the Mediating Role of Flow Experiences. *European Journal of Work and Organizational Psychology*, 21(4), 518-546.
62. Lavigne, G.L., Forest, J., Fernet, C. and Braud, L.C. (2014). Passion at Work and Workers' Evaluations of Job Demands and Resources: A Longitudinal Study. *Journal of Applied Social Psychology*, 44(4), 255-265.
63. Lee, R.T. and Ashforth, B.E. (1993). A Longitudinal Study of Burnout Among Supervisors and Managers: Comparisons Between the Leiter and Maslach (1988) and Golembiewski et al. (1986) Models. *Organizational Behavior and Human Decision Processes*, 54(3), 369-398.
64. Lee, R.T. and Ashforth, B.E. (1996). A Meta-Analytic Examination of the Correlates of the Three Dimensions of Job Burnout. *Journal of Applied Psychology*, 81(2), 123-133.
65. Leiter, M.P. (1992). Burnout as a Crisis in Professional Role Structures: Measurement and Conceptual Issues. *Anxiety, Stress, and Coping*, 5(1), 79-93.
66. Leiter, M.P. (2005). Perception of Risk: An Organizational Model of Occupational Risk, Burnout and Physical Symptoms. *Anxiety, Stress, and Coping*, 18(2), 131-144.

67. Leiter, M.P. (2008). A Two Process Model of Burnout and Work Engagement: Distinct Implications of Demands and Values. *Giornale Italiano di Medicina del Lavoro ed Ergonomia*, 30(1), 52-58.
68. Leiter, M.P. and Harvie, P. (1997). The Correspondence of Supervisor and Subordinate Perspectives During Major Organizational Change. *Journal of Occupational Health Psychology*, 2(4), 343-352.
69. Leiter, M.P. and Maslach, C. (1999). Six Areas of Worklife: A Model of the Organizational Context of Burnout. *Journal of Health and Human Services Administration*, 21(4), 472-489.
70. Leiter, M.P. and Maslach, C. (2004). Areas of Worklife: A Structured Approach to Organizational Predictors of Job Burnout. In P. Perrewe & D.C. Ganster, (Eds.), *Research in occupational stress and well-being: Vol. 3. Emotional and Physiological Processes and Positive Intervention Strategies*: 91-134. Oxford, UK: JAI Press/Elsevier
71. Leiter, M.P. and Maslach, C. (2005). A Mediation Model of Job Burnout. *Research Companion to Organizational Health Psychology*. New horizons in management. 544-564. Northampton, MA, US: Edward Elgar Publishing
72. Leiter, M.P. and Maslach, C. (2009). Nurse Turnover: The Mediating Role of Burnout. *Journal of Nursing Management*, 17(1), 331-339.
73. Leiter, M.P. and Shaughnessy, K. (2006). The Areas of Worklife Model of burnout: Tests of Mediation Relationships. *Ergonomia IJE & HF*, 28(4), 327-341.
74. Leiter, M.P., Day, A.L., Harvie, P. and Shaughnessy, K. (2007). Personal and Organizational Knowledge Transfer: Implications for Worklife Engagement. *Human Relations*, 60(2), 259-283.
75. Leiter, M.P., Gascon, S. and Jarreta, B.M. (2010). Making Sense of Work Life: A Structural Model of Burnout. *Journal of Applied Social Psychology*, 40(1), 57-75.
76. Leiter, M.P., Jackson, N.J. and Shaughnessy, K. (2009). Contrasting Burnout, Turnover Intention, Control, Value Congruence and Knowledge Sharing Between Baby Boomers and Generation X. *Journal of Nursing Management*, 17(1), 100-109.

77. Leiter, M.P. (1991). Coping Patterns as Predictors of Burnout: The Function of Control and Escapist Coping Patterns. *Journal of Organizational Behavior*, 12(2), 123-144.
78. Liang, Y.W. (2012). The Relationships Among Work Values, Burnout, and Organizational Citizenship Behaviors. *International Journal of Contemporary Hospitality Management*, 24(2), 251-268.
79. Locke, E.A. (Ed.). (1986). *Generalizing from laboratory to field settings*. Lexington, MA: Lexington Books.
80. Mageau, G.A. and Vallerand, R.J. (2007). The Moderating Effect of Passion on the Relation Between Activity Engagement and Positive Affect. *Motivation and Emotion*, 31(1), 312-321.
81. Mageau, G.A., Vallerand, R.J., Charest, J., Salvy, S.-J., Lacaille, N., Bouffard, T., & Koestner, R. (2009). On the Development of Harmonious and Obsessive Passion: The Role of Autonomy Support, Activity Specialization, and Identification with the Activity. *Journal of Personality*, 77(3), 601-645.
82. Mageau, G.A., Vallerand, R.J., Rousseau, F.L., Ratelle, C.F. and Provencher, P.J. (2005). Passion and Gambling: Investigating the Divergent Affective and Cognitive Consequences of Gambling. *Journal of Applied Social Psychology*, 35(1), 100-118.
83. Marques, J.F. (2007). Leadership: Emotional Intelligence, Passion and ... What Else? *Journal of Management Development*, 26(7), 644-651.
84. Maslach C. and Leiter M.P. (1997). *The truth about burnout*. Jossey Bass, San Francisco, CA.
85. Maslach, C. and Leiter, M.P. (2008). Early Predictors of Job Burnout and Engagement. *Journal of Applied Psychology*, 93(3), 498-512.
86. Maslach, C., Leiter, M.P. and Jackson, S.E. (2012). Making a Significant Difference with Burnout Interventions: Researcher and Practitioner Collaboration. *Journal of Organizational Behavior*, 33(1), 296-300.
87. Maslach, C., Schaufeli, W.B. and Leiter, M.P. (2001). Job Burnout. In S.T. Fiske, D.L. Schacter and C. Zahn-Waxler (Eds.), *Annual Review of Psychology*, 52, 397-422.

88. Meglino, B.M., Ravlin, E.C. and Adkins, C.L. (1989). A Work Values Approach to Corporate Culture: A Field Test of the Value Congruence Process and its Relationship to Individual Outcomes. *Journal of Applied Psychology*, 74(3), 424-432.
89. Meurs, J.A., Fox, S., Kessler, S.R. and Spector, P.E. (2013). It's All About Me: The Role of Narcissism in Exacerbating the Relationship Between Stressors and Counterproductive Work Behaviour. *Work & Stress*, 27(4), 365-382.
90. Mitchell, G. (2012). Revisiting Truth or Triviality: The External Validity of Research in the Psychological Laboratory. *Perspectives on Psychological Science*, 7(2), 109-117.
91. Montgomery, D.C., Peck, E.A. and Vining, G.G. (2009). *Introduction to Linear Regression Analysis*. (4th ed.). New Jersey: Wiley.
92. Moorman, R.H. (1991). Relationship Between Organizational Justice and Organizational Citizenship Behaviors: Do Fairness Perceptions Influence Employee Citizenship? *Journal of Applied Psychology*, 76(6), 845-855.
93. Moorman, R.H., Niehoff, B.P. and Organ, D.W. (1993). Treating Employees Fairly and Organizational Citizenship Behavior: Sorting the Effects of Job Satisfaction, Organizational Commitment, and Procedural Justice. *Employee Responsibilities and Rights Journal*, 6(3), 209-225.
94. Muse, L., Harris, S.G., Giles, W.F. and Feild, H.S. (2008). Work-Life Benefits and Positive Organizational Behavior: Is There a Connection? *Journal of Organizational Behavior*, 29(1), 171-192.
95. Nedd, N. (2006). Perceptions of Empowerment and Intent to Stay. *Nursing Economic\$,* 24(1), 13-18.
96. Neumann, A. (2006). Professing Passion: Emotion in the Scholarship of Professors at Research Universities. *American Educational Research Journal*, 43(3), 381-424.
97. Nunnally, J.C. (1978). *Psychometric theory*. New York: McGraw-Hill Inc.

98. Nyman, K.H., Sarti, D., Hakonen, A. and Sweins, C. (2012). Total Rewards Perceptions and Work Engagement in Elder-Care Organizations. *International Studies of Management and Organization*, 42(1), 24-49.
99. O'Driscoll, M.P. and Randall, D.M. (1999). Perceived Organizational Support, Satisfaction with Rewards, and Employee Job Involvement and Organizational Commitment. *Applied Psychology: An International Review*, 48(2), 197-209.
100. Ostroff, C., Shin, Y. and Kinicki, A. J. (2005). Multiple Perspectives of Congruence: Relationships Between Value Congruence and Employee Attitudes. *Journal of Organizational Behavior*, 26(1), 591-623.
101. Perrewe, P.L., Hochwarter, W.A., Ferris, G.R., Mcallister, C.P. and Harris, J.N. (2014). Developing a Passion for Work Passion: Future Directions on an Emerging Construct. *Journal of Organizational Behavior*, 35(1), 145-150.
102. Petitta, L. and Vecchione, M. (2011). Job Burnout, Absenteeism, and Extra Role Behaviors. *Journal of Workplace Behavioral Health*, 26, 97-121.
103. Philippe, F.L., Vallerand, R.J. and Lavigne, G.L. (2009). Passion Does Make a Difference in People's Lives: A Look at Well-Being in Passionate and Non-Passionate Individuals. *Applied Psychology: Health and Well Being*, 1(1), 3-22.
104. Philippe, F.L., Vallerand, R.J., Houliort, N., Lavigne, G.L. and Donahue, E.G. (2010). Passion for an Activity and Quality of Interpersonal Relationships: The Mediating Role of Emotions. *Journal of Personality and Social Psychology*, 98(6), 917-932.
105. Podsakoff, P.M. and Organ, D.W. (1986). Self-Reports in Organizational Research: Problems and Prospects. *Journal of Management*, 12(4), 531-544.
106. Price, J.L. (2001). Reflections on the Determinants of Voluntary Turnover. *International Journal of Manpower*, 22(7), 600-624.

107. Prooijen, J.W., Bos, K.V. and Wilke, H.A. (2004). Group Belongingness and Procedural Justice: Social Inclusion and Exclusive by Peers Affects the Psychology of voice. *Journal of Personality and Social Psychology*, 87(1), 66-79.
108. Ratelle, C.F., Vallerand, R.J., Mageau, G.A., Rousseau, F.L. and Provencher, P. (2004). When Passion Leads to Problematic Outcomes: A Look at Gambling. *Journal of Gambling Studies*, 20(2), 105-119.
109. Schaufeli, W.B. and Bakker, A.B. (2004). Job Demands, Job Resources, and Their Relationship with Burnout and Engagement: A Multi-Sample Study. *Journal of Organizational Behavior*, 25, 293-315.
110. Schreurs, B., Emmerik, H.V., Notelaers, G. and Witte, H.D. (2010). Job Insecurity and Employee Health: The Buffering Potential of Job Control and Job Self-Efficacy. *Work & Stress*, 24(1), 56-72.
111. Seguin-Levesque, C., Laliberte, M.L., Pelletier, L.G., Blanchard, C. and Vallerand, R.J. (2003). Harmonious and Obsessive Passion for the Internet: Their Associations with the Couple's Relationship. *Journal of Applied Social Psychology*, 33(1), 197-221.
112. Sekaran, U. and Bougie, R. (2013). *Research Methods for Business: A Skill-Building Approach* (6.th ed.). New York.
113. Sheldon, K.M. (2002). The Self-concordance Model of Healthy Goal-Striving: When Personal Goals Correctly Represent the Person. In E.L. Deci & R.M. Ryan (Eds.), *Handbook of Self-Determination Research*, 65-86. Rochester, NY: University of Rochester Press.
114. Silva, N.D., Hutcheson, J. and Wahl, G.D. (2010). Organizational Strategy and Employee Outcomes: A Person-Organization Fit Perspective. *The Journal of Psychology: Interdisciplinary and Applied*, 144(2), 145-161.
115. Simons, T. and Roberson, Q. (2003). Why Managers Should Care About Fairness: The Effects of Aggregate Justice Perceptions on Organizational Outcomes. *Journal of Applied Psychology*, 88(3), 432-443.
116. Thorgren, S. and Wincent, J. (2013). Passion and Challenging Goals: Drawbacks of Rushing into Goal-Setting Processes. *Journal of Applied Social Psychology*, 43, 2318-2329.

117. Thorgren, S. and Wincent, J. (2013). Passion and Role Opportunity Search: Interfering Effects of Conflicts and Overloads. *International Journal of Stress Management*, 20(1), 20-36.
118. Thorgren, S., Wincent, J. and Siren, C. (2013). The Influence of Passion and Work-Life Thoughts on Work Satisfaction. *Human Resource Development Quarterly*, 24(4), 469-492.
119. Timms, C., Graham, D. and Cottrell, D. (2007). "I Just want to Teach" Queensland Independent School Teachers and Their Workload. *Journal of Educational Administration*, 45(5), 569-586.
120. Tosun, L.P., A, M. and Lajunen, T. (2009). Why do Young Adults Develop a Passion for Internet Activities? The Associations among Personality, Revealing "True Self" on the Internet, and Passion for the Internet. *Cyberpsychology & Behavior*, 12(4), 401-406.
121. Trepanier, S.G., Fernet, C., Austin, S., Forest, J. and Vallerand, R.J. (2014). Linking Job Demands and Resources to Burnout and Work Engagement: Does Passion Underlie these Differential Relationships? *Motivation and Emotion*, 38(3), 353-366.
122. Vallerand, R.J. (2008). On the Psychology of Passion: In Search of What Makes People's Lives Most Worth Living. *Canadian Psychology*, 49(1), 1-13.
123. Vallerand, R.J. (2012). From Motivation to Passion: In Search of the Motivational Processes Involved in a Meaningful Life. *Canadian Psychology*, 53(1), 42-52.
124. Vallerand, R.J., Blanchard, C., Mageau, G.A., Koestner, R., Ratelle, C., Leonard, M. (2003). Les Passion de l'Ame: On Obsessive and Harmonious Passion. *Journal of Personality and Social Psychology*, 85(4), 756-767.
125. Vallerand, R.J., Paquet, Y., Philippe, F.L. and Charest, J. (2010). On the Role of Passion for Work in Burnout: A Process Model. *Journal of Personality*, 78(1), 289-312.
126. Vallerand, R.J., Rousseau, F.L., Grouzet, F.M., Dumais, A., Grenier, S. and Blanchard, C.M. (2006). Passion in Sport: A Look at Determinants and Affective Experiences. *Journal of Sport & Exercise Psychology*, 28(4), 454-478.

127. Vallerand, R.J., Salvy, S.-J., Mageau, G.A., Elliot, A.J., Denis, P.L., Grouzet, F.M. (2007). On the Role of Passion in Performance. *Journal of Personality*, 75(3), 505-534.
128. Vallerand, R.J. (1997). Toward a Hierarchical Model of Intrinsic and Extrinsic Motivation. In M.P. Zanna (Ed.), *Advances in Experimental Social Psychology*. 271-360. New York: Academic Press
129. Vallerand, R.J. (2010). On Passion for Life Activities: The Dualistic Model of Passion, in Zanna, M.P. (Ed.), *Advances in Experimental Social Psychology*, 42, 97-193. New York: Academic Press.
130. Vallerand, R.J. and Houliort, N. (2003). Passion at Work: Toward a New Conceptualization. In Skarlicki, D., Gilliland, S. and Steiner, D. (Eds), *Emerging perspectives on values in organizations*. Greenwich, CT: Information Age Publishing.
131. Verquer, M.L., Beehr, T.A. and Wagner, S.H. (2003). A Meta-Analysis of Relations Between Person-Organization Fit and Work Attitudes. *Journal of Vocational Behavior*, 63, 473-489.
132. Walster, E., Berscheid, E. and Walster, G.W. (1973). New Directions in Equity Research. *Journal of Personality and Social Psychology*, 25(2), 151-176.
133. Wang, C.C. and Yang, H.W. (2008). Passion for Online Shopping: The Influence of Personality and Compulsive Buying. *Social Behavior and Personality*, 36(5), 693-706.
134. Weigl, M., Muller, A., Hornung, S., Zacher, H. and Angerer, P. (2013). The Moderating Effects of Job Control and Selection, Optimization, and Compensation Strategies on the Age-Work Ability Relationship. *Journal of Organizational Behavior*, 34(1), 607-628.
135. Yperen, N.W. and Hagedoorn, M. (2003). Do High Job Demands Increase Intrinsic Motivation or Fatigue or Both? The Role of Job Control and Job Social Support. *Academy of Management Journal*, 46(3), 339-348.

ANNEXURE-A

SURVEY QUESTIONNAIRE (For Permanent Employees)

Dear Sir/Madam!

We are studying employee's perception about their work setting qualities and their job attitude. Please recall and describe how you think about your work environment and job? We ensure that all the information will be kept confidential and anonymous and will be used only for research purpose. Thank you for your participation.

1. Personal Information:	
a) Gender: () Male () Female	b) Marital status: () Single () Married
c) Age: () Below 25 () 26 – 30 () 31– 35 () 36– 40 () 41– 45 () Above 45	
d) Formal Education (years):	e) Tenure in this organization (years):
f) Total work experience (years):	g) Managerial Level: () Upper () Middle () Lower
2. Your organization:	
a) Status: () Public () Private	b) Sector: () Manufacturing () Services
c) Organization Age (years):	d) Org. size (no of permanent employees):

2. Please use the following rating scale to indicate the extent to which each statement reflects you in relation to your job attitudes. (Please <u>mark only one</u> of the most appropriate box)	Never	Sometimes	Often	Almost Always	Always
a. I spend a lot of time doing my job.	1	2	3	4	5
b. I like my job.	1	2	3	4	5
c. My job is important for me.	1	2	3	4	5
d. My job is a passion for me.	1	2	3	4	5
e. My job is in harmony with the other activities in my life.	1	2	3	4	5
f. I have difficulties controlling my urge to do my job.	1	2	3	4	5
g. The new things that I discover doing my job allow me to appreciate it even more.	1	2	3	4	5
h. I have almost an obsessive feeling for my job.	1	2	3	4	5
i. My job reflects the qualities I like about myself.	1	2	3	4	5
j. My job allows me to live a variety of experiences.	1	2	3	4	5
k. My job is the only thing that really turns me on.	1	2	3	4	5
l. My job is well integrated in my life.	1	2	3	4	5
m. If I could, I would only do my job.	1	2	3	4	5
n. My job is in harmony with other things that are part of me.	1	2	3	4	5
o. My job is so exciting that I sometimes lose control over it.	1	2	3	4	5
p. I have the impression that my job controls me.	1	2	3	4	5

3. Please use the following rating scale to indicate the extent to which you agree or disagree with the following statements. (Please <u>mark only one</u> of the most appropriate box)	Strongly Disagree	Disagree	Hard to Decide	Agree	Strongly Agree
a. I do not have time to do the work that must be done.	1	2	3	4	5
b. I work intensely for prolonged periods of time.	1	2	3	4	5
c. I have so much work to do on the job that it takes me away from my personal interests.	1	2	3	4	5
d. I have enough time to do what's important in my job.	1	2	3	4	5
e. I leave my work behind when I go home at the end of the workday.	1	2	3	4	5
f. I have control over how I do my work.	1	2	3	4	5
g. I can influence management to obtain the equipment and space I need for my work.	1	2	3	4	5
h. I have professional autonomy / independence in my work.	1	2	3	4	5
i. I have influence in the decisions affecting my work.	1	2	3	4	5
j. I receive recognition from others for my work.	1	2	3	4	5
k. My work is appreciated.	1	2	3	4	5
l. My efforts usually go unnoticed.	1	2	3	4	5
m. I do not get recognized for all the things I contribute.	1	2	3	4	5
n. People trust one another to fulfill their roles.	1	2	3	4	5
o. I am a member of a supportive work group.	1	2	3	4	5
p. Members of my work group cooperate with one another.	1	2	3	4	5
q. Members of my work group communicate openly.	1	2	3	4	5
r. I don't feel close to my colleagues.	1	2	3	4	5
s. Resources are allocated fairly here.	1	2	3	4	5
t. Opportunities are decided solely on merit.	1	2	3	4	5
u. There are effective appeal procedures available when I question the fairness of a decision.	1	2	3	4	5
v. Management treats all employees fairly.	1	2	3	4	5
w. Favoritism determines how decisions are made at work.	1	2	3	4	5
x. It's not what you know but who you know that determines a career here.	1	2	3	4	5
y. My values and the Organization's values are alike.	1	2	3	4	5
z. The Organization's goals influence my day to day work activities.	1	2	3	4	5
aa. My personal career goals are consistent with the Organization's stated goals.	1	2	3	4	5
bb. The Organization is committed to quality.	1	2	3	4	5