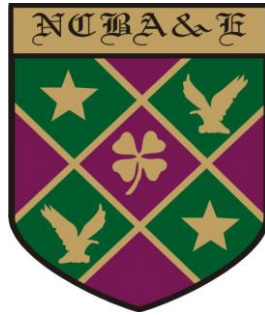


*National College of Business
Administration and Economics
Lahore*



**TO DO OR NOT TO DO? HOW AND WHEN
NEGATIVE MOOD LEADS TO
COUNTERPRODUCTIVE WORK BEHAVIORS:
A SELF-CONTROL PERSPECTIVE**

BY

SAMEIA FARHAT

**MASTER OF PHILOSOPHY
IN
BUSINESS ADMINISTRATION**

APRIL, 2018

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

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Dissertation Committee:

Chairman

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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.

SAMEIA FARHAT
April, 2018

**DEDICATED
TO**

My Beloved Parents

ACKNOWLEDGEMENT

I am profoundly grateful to my Creator, Almighty Allah who bestowed upon me his infinite blessings and knowledge. I could not complete this thesis without the love and continuous support of my parents, supervisor, and friends. I am blessed to have a great number of people at my back who were always there to guide, encourage, and sympathize with me during my nearly two years of work on this thesis. They have been indispensable to my ability to finish it.

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RESEARCH COMPLETION CERTIFICATE

Certified that the research work contained in this thesis entitled **“To Do or Not To Do? How and When Negative Mood Leads to Counterproductive Work Behaviors: A Self-Control Perspective”** has been carried out and completed by **Sameia Farhat** under my supervision during her **M.Phil. Business Administration** Programme.

(Dr. Faisal Qadeer)
Supervisor

SUMMARY

The performance of the organization can be influenced adversely by the negative mood of the employees. Negative mood can trigger counterproductive behaviors at work (CWB) that may become detrimental to organizational interests and employees' well-being. Research on negative mood indicates self-control failure as one of the prime causes of its dysfunctional conducts. Negative mood usually does that by causing a decrease in motivation and capacity of an individual to self-control leading further to CWB. Moreover, individual differences in employees' personality and availability of rewards at the workplace are also likely to influence the impacts of negative mood on employees' ability to self-control.

Based on self-control framework, the present study aims at investigating how negative mood leads to different CWB (i.e., non-work-related presenteeism and service sabotage) owing to increase in employees' procrastination and decrease in their capacity to delay gratification. Furthermore, it also examines the moderating roles of conscientiousness and extrinsic rewards in decreasing procrastination.

Two experimental studies were carried out by employing one experimental group with control design followed by post-test measures. The subjects of both experiments were business students. The mood manipulation was done by using different mood induction procedures. Experiment 1 used video clips while Experiment 2 combined short vignettes with music. Data were analyzed using SPSS module 21. Regression analysis was conducted by using Hayes' (2017) PROCESS macro to test the study hypotheses.

The current research concluded that negative mood impairs employees' motivation to self-control, thereby provoking them to procrastinate. Procrastination further triggers the employees to engage in non-work-related presenteeism. However, the impact of negative mood on self-control motivation can be lessened in situations when highly conscientious employees are selected and rewarded to acknowledge their work efforts.

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CHAPTER 1

INTRODUCTION

1.1. STATEMENT OF TOPIC AND AIMS

Employees' *negative mood* can be detrimental to the performance of the organization. Researchers have found that in a negative mood, employees become involved in *counterproductive work behaviors* (CWB) that harms the interest of organization and employees' well-being. Therefore, research on negative mood has turned out to be one of the critical issues for researchers as well as practitioners.

Researchers highlight self-control failure as the main reason behind the dysfunctional behaviors caused due to negative mood. This failure is due to the decrease in individual's self-control motivation and capacity that further leads to CWB. However, the question still prevails that whether the decrease in individual's self-control motivation and capacity generates similar CWB or not? We argue that decrease in individuals' self-control motivation reduces their motivation to perform goal-oriented behaviors. In this situation, they *procrastinate* by avoiding work-related tasks and decisions, resultantly involving themselves in CWB like *non-work-related presenteeism*. On the other hand, the decrease in individuals' self-control capacity reduces their capacity to override the desires and irrational thoughts. In this situation, their *capacity to delay gratification* is reduced, and they prefer immediate rewards over long-term benefits, which in turn lead them to engage in CWB like *service sabotage*.

Moreover, differences in employees' personality and rewarding opportunities at the workplace are likely to influence the relationship between negative mood and procrastination. In line with the arguments of self-control theory, it is suggested the relationship will be weaker for the individuals with high *conscientiousness*. The study further suggests that highly conscientious employees maintain exceedingly higher levels of self-control motivation when there is the availability of *extrinsic rewards* for their work efforts. This helps them to further control the translation of negative moods into procrastination.

The current research aims to investigate how negative mood leads to CWB owing to increase in employees' procrastination and decrease in their capacity to delay gratification respectively. Furthermore, it examines whether

conscientiousness and extrinsic rewards moderate the relationship between negative mood and procrastination.

1.2. STUDY BACKGROUND

Imagine yourself in a situation where you are getting late for work and on your way to the workplace you get stuck in traffic jam, or your boss promoted another employee who was related to him to a post, which you deserved, or you are receiving continuous negative feedback from your manager. Will you be in a good mood? Conventional wisdom would say no because in any of these situations you are most likely to be upset, angry, or distressed. These negative feelings may lead to change in mood, temporarily or permanently, that can lead to negative behavioral outcomes (To, Fisher, & Ashkanasy, 2015). Any employee bearing negative mood state would be on the verge thinking: To do or not to do the task? Such mood state can be controlled with the right blend of personality traits and situational factors.

There can be numerous mood states experienced by an employee ranging from sadness, anxiety, laziness, grumpiness, to excitement and happiness. These mood states cannot only have a profound impact on employees' behaviors, but may impact organizational performance ultimately (Chi, Chang, & Huang, 2015). When experiencing negative mood states (e.g., distressed, irritable, or upset), employees often demonstrate negative behaviors, which can harm the organizational interests. Employees who experience negative moods are more likely to get involved in CWB as compared to the others (Spector, Fox, & Domagalski, 2006). This has led academic researchers to inquire the consequences of negative mood states and ways in which employees can tackle them.

Some of the harmful reactions to negative mood states are non-work-related presenteeism and service sabotage behaviors. Many scholars have widely discussed the relationship of negative mood and sabotage behavior. However, the relationship between negative mood and non-work-related presenteeism is still under-researched. Nonetheless, a recent study by Wan and colleagues has suggested further research in this regard. Their findings provide a clue for a substantial existence of a relationship between negative mood and non-work-related presenteeism (Wan, Downey, & Stough, 2014).

Now the question is how negative mood propels the employees to behave in an unfavourable way. Negative mood can impel the employees to engage in CWB in several ways. A prime reason behind CWB is the self-control failure. A higher level of self-control inhibits the employees to engage

in CWB. In other words, if employees have better ability of self-control, then they can effectively overcome the temptations of getting involved in deteriorating behaviors. Self-control framework about negative mood is also an under-researched area, and only Chi et al. (2015) used it as “the overarching theory.” Although, the study contributed significantly to the mood research, some areas need research in greater depth such as incorporation of the self-control mechanisms in the model and inclusion of situational factors to reduce the harmful effects of employee negative mood on CWB. The self-control failure occurs due to the decrease in self-control components. The study discusses motivation and capacity to self-control as components that are responsible for self-control failure.

When individuals experience negative mood, they use self-control to resist the negative impulses generated by the aversive moods but due to the frequent utilization of self-control, the resources backing-up the individuals to imply control diminishes, thereby decreasing their self-control motivation and capacity. The decrease in individuals’ self-control motivation impairs their motivation to control the goal-oriented behaviors and they put-forth the efforts for achieving the future goals. On the other hand, a decrease in capacity to self-control diminishes individuals’ capacity to overrule their own desires, imprudent behaviors, and irrational thoughts that may hamper the goal-directed behaviors of individuals. A decrease in both of these components leads to different CWB (Chi et al., 2015).

The failure of specific self-control component can be observed when individuals portray different self-defeating behaviors. Procrastination is one such behavior that is linked with the lack of motivation. It serves to repair negative emotions appearing with a distressing or difficult task. In contrast, the decrease in individuals’ capacity to delay gratification reflects the impairment of the self-control capacity. Individuals in such state prefer immediate rewards that give them instant pleasure. These behaviors further push the individuals to engage in several CWB due to lack in their self-control motivation and capacity.

When individuals experience negative mood it causes procrastination, which drive them to become involve in pleasure related activities rather than performing their assigned task. This in turn leads them to engage in non-work-related presenteeism. Moreover, experience of negative emotions also decreases the individuals’ capacity to delay gratification. Negative mood makes individuals emotionally distressed and in a revival attempt, they seek for immediate rewards. Thus, due to decrease in capacity to delay gratification, individuals behave in an aggressive and irrational way that may leads to service sabotage (Lian et al., 2014).

This study thus implies the self-control theory for empirically investigating the relationship between negative mood and CWB. This theory illustrates how the control over one's self may help employees to resist the temptations for getting involved in negative behaviors. Hence, it offers a useful framework to elucidate how individual characteristics about self-control impedes the adverse effects of individual's negative mood on work outcomes and how the situational factors related to self-control, help the individuals to control their deviant behaviors.

Research shows that people with high conscientiousness are persistent, organized, and is better able at exerting self-control (Costa & McCrae, 1992). Therefore, conscientious employees exhibit higher levels of self-control motivation. Whenever such employees face situations where negative moods are triggered their ability to self-control handles the mechanism. Research also shows that employee wants his work efforts to get valued by the organization. When an organization values its employees' efforts by providing them with benefits or extrinsic rewards; employees' motivation level increase (Lipson, 2014). This, in turn, helps them to maintain their motivation to self-control. Thus, in rewarding situations, individuals are better at regulating the negative impulses with lesser chances of having a decrease in self-control motivation.

Nonetheless, negative mood states are experienced by every employee; further research is required to understand under what conditions negative mood is less destructive and how one can minimize the harmful consequences of negative mood on behavioral outcomes. The study thus subsidizes to the mood research by answering the two most important questions about mood control, i.e., *how* and *when* the harmful effects of negative mood can be undermined.

By integrating self-control mechanisms into the negative mood and CWB relationship, this study mainly aims to:

- a) investigate employee negative mood as the cause of non-work-related presenteeism through procrastination (i.e. the failure in self-control motivation).
- b) examine decrease in the capacity to delay gratification as a causal mechanism between negative mood and service sabotage relationship.
- c) incorporate both, conscientiousness (personality factor) and extrinsic rewards (situational factor) as boundary conditions for negative mood – procrastination relationship.

1.3. EFFECTIVITY OF THE TOPIC

Every employee has two options before starting any task: To do or not to do? The choice depends on the way how one feels at that moment. Particularly, in negative mood state, employees are more likely to make wrong choices which greatly impact the organization and its members. Therefore, negative mood has grabbed the attention of researchers over the past two decades. Previous literature on negative mood has discussed it as a predictor of various harmful behaviors at work, mainly CWB. Several studies have debated over negative mood and its resulting adverse outcomes concerning different theories, for example, affective event theory (Rothbard & Wilk, 2011), and conservation of resource theory (Wang, Liao, Zhan, & Shi, 2011). However, very few have studied this relationship under self-control theory (Chi et al., 2015).

Drawing upon the previous literature on negative mood, the research is amongst the first to study the linkage between negative mood and CWB through the failure of self-control mechanisms. The study changes the prospect that employee negative mood yields harmful behaviors at work due to self-control failure. The study extends the previous literature by introducing procrastination and capacity to delay gratification as self-defeating behaviors resulted due to a decrease in two self-control mechanisms, i.e., motivation and capacity respectively (Chi et al., 2015). Through the utilization of these behaviors, the study provides two unique phenomena to understand how employees' negative mood can harm the organizational interest by provoking employees to involve in CWB.

The study also provides a new insight to minimize the effects of negative mood on the motivational mechanism of self-control. The current study presents an interesting combination of conscientiousness and extrinsic rewards, which collectively helps the employee to maintain self-control motivation under negative mood state. The study can help the practitioners in understanding employees' mood at work and the ways by which managers can control the employees' behavioral outcomes.

1.4. DEFINITIONS OF THE STUDY VARIABLES

The study mainly consists of seven variables. The conceptual definition of each variable is given below.

1.4.1 Negative Mood

Negative mood is defined as an element of subjective distress in which a person is unpleasantly aroused (Watson, Clark, & Tellegen, 1988). A person in negative mood may experience a variety of negative valence states, including anger, anxiety, distress, and fear.

1.4.2 Non-work-related Presenteeism

Unlike other variables, non-work-related presenteeism is relatively a new construct. It is another form of presenteeism in which an employee is physically present at work but instead of performing on the job adequately, engages in personal or leisure related activities (D'Abate & Eddy, 2007). No-work-related activities are related to employee's business like playing games on smartphone or computer, paying bills, making appointments, using the phone to make a call at home or to friends.

1.4.3 Service Sabotage

Sabotage behaviors are categorized as CWB, in which employees intentionally harm the organization. There are several behaviors by which an employee can sabotage the organization. Service sabotage is one of such behaviors, as employees deliberately behave in a way to negatively impact the service (Harris & Ogbonna, 2002).

1.4.4 Procrastination

Ackerman and Gross (2005) have defined procrastination as delaying or avoiding work tasks and decisions that can be controlled by an individual. Procrastination occurs when a person intentionally put off a task, which needs to be completed within a given time frame but lacks the motivation to perform the assigned task despite his will to do it.

1.4.5 Capacity to Delay Gratification

Capacity to delay gratification indicates the willingness of individuals to delay immediate rewards, which appears to be more pleasing but have temporally distant outcomes. Individuals delay of gratification, because they want to earn better and more promising rewards in future (Cheng, Shein, & Chiou, 2012).

1.4.6 Conscientiousness

Conscientiousness is a dimension of personality and one of the important big-five personality traits. Conscientiousness reflects the extent to which an individual is cautious, planned, responsible, thorough, persevering, organized, and hardworking (Barrick & Mount, 1991).

1.4.7 Extrinsic Rewards

Rewards are a source of extrinsic motivation. They are the intangible benefits given by an organization to its employees for motivating them to perform better (Mottaz, 1985).

1.5. STUDY HYPOTHESES

Based on previous research that has already been conducted on the topic or its related constructs, and the study objective, this study has proposed four hypotheses. The study hypotheses are given below. However, their theoretical grounding is discussed in Chapter 2.

- H1: Procrastination mediates the relationship between negative mood and non-work related presenteeism.
- H2: The capacity to delay gratification mediates the relationship between employee negative mood and service sabotage.
- H3: Conscientiousness moderates the relation between negative mood and procrastination: The relation is stronger when conscientiousness is low rather than high.
- H4: The moderation of negative mood's effect on procrastination by conscientiousness is moderated by extrinsic rewards such that the effect will be weaker in the presence of extrinsic rewards.

1.6. RESEARCH METHODOLOGY

This study is based on the philosophical world of positivism. It applied deductive approach to ground hypotheses for testing the causal linkage between the study variables. The study used the *experimental design* for

testing the proposed hypotheses. Two different experimental studies using *post-test manipulate and measure design* were carried out. The study applied two different manipulation methods to induce the negative mood. Experiment 1 used video clips while the Experiment 2 used short vignettes with a combination of music in the background. Questionnaires were used to record the responses for all variables after the manipulation. The measures were adopted from already established scales. The complete detail of the design, procedure, manipulation, and measures of both experiments is discussed in Chapter 3.

1.7. DATA ANALYSIS

Before initial statistical analyses and hypotheses testing, data was scrutinized to identify irregularities like missing values or outliers. All the abnormalities in the data were removed by using prevailing methods. The data was then analysed on SPSS module 21. The reliability of scales, descriptive statistics, and Pearson Correlation among variables were first estimated. Independent sample t-test was applied to study the group comparisons and check for mood manipulation. Hayes' (2017) PROCESS macro was used for testing the study hypotheses. Complete detail of all the results along with their interpretations is given in Chapter 4.

1.8. FINDINGS

As speculated, the results show that negative mood can impair employees' motivation and capacity to self-control, thereby provoking them to procrastinate and to prefer immediate gratification. However, only procrastination triggered the employees' CWB, that is, non-work-related presenteeism. The findings further demonstrated that in the presence of conscientiousness, the relationship between negative mood and procrastination becomes weaker. However, the relationship becomes the weakest when conscientiousness combines with extrinsic rewards.

The study contributed to the existing knowledge by introducing procrastination and capacity to delay gratification as facilitators between negative mood and CWB relationship. It has further added to the literature on CWB by studying the relationship of a relatively new construct, non-work-related presenteeism with negative mood. The study has given two new relationship paths. It has further advanced the knowledge on self-control theory by introducing procrastination and capacity to delay gratification as failure mechanisms that results from decrease in self-control motivation and

capacity to self-control respectively. The study also exposes the magical duo of conscientiousness and extrinsic rewards. Like all other studies, the current one also has several limitations which are thoroughly discussed Chapter 5 along with the comprehensive discussion of results, theoretical contributions, research implications, and future directions of the study.

CHAPTER 2

LITERATURE REVIEW AND HYPOTHESES

2.1. EMPLOYEES MOOD AT WORKPLACE

Moods and emotions are the two categories of feeling states that come under affect. Affect is an umbrella term consisting of a wide range of feelings that are experienced by individuals (Watson & Clark, 1984). Although moods and emotions are different from each other, they share the similarity of being the experiential entities. They are similar regarding their expressions and bodily processes (Larsen, 2000), and distant from each other regarding intensity, duration, and the particularity of their antecedents (Parkinson, Totterdell, Briner, & Reynolds, 1996).

Emotions are short-lived, directed at a specific event, and triggered by the personal interpretation of situational factors. Whereas, moods last longer than emotions, not directed at a specific event, and comes about without any reference (Parkinson et al., 1996; Totterdell & Niven, 2014). Adding on to the existing differences, Morris (1992) distinguished moods and emotions by their information value. According to Morris (1992), emotions provide us with the information about the external environment; they signal us what potentially harmful or gratifying objects are forthcoming or going away. Moods, in contrast, gives information about internal circumstances and about the resources, that one requires encountering the obstacles and threats to the external environment.

Every employee experiences a series of mood states while working in an organization and is thereby an essential aspect of the work environment. Moods are generalized affective states that permeate the organization. Although they are not explicitly related to any particular stimulus, it varies over time (Rothbard & Wilk, 2011; Tellegen, 1985) and impacts the feelings and attitudes of the employees (Brief & Weiss, 2002).

When one thinks about mood states, the first thing that usually comes to mind is its hedonic tone (Baas, De Dreu, & Nijstad, 2008). Mood states are mostly examined by their hedonic tone, that is some moods are negative in tone or unpleasant (e.g., sad, distressed) while others are pleasant or positive in tone (e.g., interested, excited) (Barsade & Gibson, 2007). Employees working in organizations may experience any of both mood states – negative mood and positive mood – while being at work due to the vast array of factors.

2.2. NEGATIVE MOOD

Negative mood is an element of subjective distress and state of discomfort (Watson et al., 1988) in which an individual feels unpleasantly aroused. Negative moods are a stream of feelings or affective states, experienced by the employees while carrying out various organizational activities (George & Jones, 1996; George & Zhou, 2007). A person in the negative state may experience several aversive feeling, including sadness, anger, fear, anxiety, guilt, and nervousness (Pelled & Xin, 1999). All these negative mood states influence a person's thinking and behavior (Kinder, Hughes, & Cooper, 2008).

In an organizational setting, the employees having negative mood state are more inclined to be sad or upset. Therefore, while experiencing a negative mood state (e.g., feeling sad, anxious, or lazy), they try to alter or avoid the circumstances causing a not pleasing effect (Poon, 2001). Employees want to avoid such negative states because the feelings of rage, fear, and misery are more unsettling than enjoyable (Pelled & Xin, 1999). Consequently, to change the negative mood state employees behave in a way that harms the organizational performance and thus engaging in different counterproductive work behavior (CWB).

2.3. COUNTERPRODUCTIVE WORK BEHAVIORS

CWB is one of the significant issues faced by organizations and is quite persistent. Despite the intensity, most CWBs still get overlooked, unreported, or both (Raman, Sambasivan, & Kumar, 2016; Yang & Diefendorff, 2009). Such behaviors are usually deliberate and may harm the organization or its stakeholders (Spector et al., 2006). Researchers have classified them into two main types – individual directed and organization directed. Individual-directed CWBs are intended to harm the interest of other employees or customers whereas actions such as sabotage, shoplifting, and withdrawal of exerted energy at work are some of the organization-directed behaviors (Bennett & Robinson, 2000). This study further discusses two organization-directed CWBs, i.e., non-work-related presenteeism and service sabotage.

2.3.1 Non-work-related Presenteeism

In recent years, presenteeism has gained much importance due to the potential harm that it is causing to the organizations (Vitak, Crouse, & LaRose, 2011). Presenteeism refers to the condition in which employees are present on

the job but are unable to perform well due to some injury, sickness, or other conditions (Hemp, 2004; Johns, 2011). Many researchers, for example (D'Abate & Eddy, 2007; Johns, 2010) have argued that presenteeism not be only about coming to work while sick; it is a much broader construct. Since the use of internet become vital in the organization, the researchers have pondered on several other dimensions of presenteeism. Greengard in his research (as cited in Kim & Byrne, 2011) pointed out that employees spend more than half of their time at the workplace by engaging in non-work-related web activities that are of personal nature.

Thus, supporting the work of previous researchers, Simpson (1998) argued in his study that there exists another form of presenteeism in which an employee is physically present at work but performs activities that are not related to his job instead related to his own business. Later D'Abate (2005) named this form of presenteeism as non-work-related presenteeism. The personal activities at work may include surfing the internet, playing computer games, using office phone for making calls to friends and family, downloading the music, doing e-shopping, or paying bills (D'Abate, 2005; D'Abate & Eddy, 2007). When employees engage in any of these personal activities during the work hours, they spend less time in performing their assigned duties. Moreover, Hemp's (2004) study also highlights that engagement in non-work-related activities at work "can cut individual productivity by one-third or more" (p. 49). Therefore, when employees participate in non-work-related activities, their productivity level decreases; thus, increasing the organization cost and causing a drop in the revenues.

2.3.2 Service Sabotage

Service sabotage broadly refers to the deliberate behaviors of organizational members that adversely affect the services (Harris & Ogbonna, 2002). Service sabotage comes under the intentional counterproductive behaviors and just like other intentional CWB; it affects the organizational interest more than the behaviors that are unintentional. Such sabotage behaviors are predominantly detrimental to the service providing organizations as they decrease the satisfaction levels and loyalty of customers towards the organization which in turn affects organizational profitability (Wang et al., 2011).

On an estimate, counterproductive behaviors like service sabotage costs as less as \$800,000 per annum; which is potentially harmful to an organization's survival (Hollands, 1997). Service sabotage is most commonly found in frontline service works (workers who have direct contact with

customers), and as reported in Harris & Ogbonna's (2002) study, more than 85% of the frontline employees have admitted of their involvement in sabotage behaviors. Previous researchers (e.g., Skarlicki, Van Jaarsveld, & Walker, 2008) have characterized employee sabotage of services as a severe violation of service rule and emphasized that customers need to be treated professionally and patiently regardless of how one feels.

2.4. NEGATIVE MOOD AND COUNTERPRODUCTIVE WORK BEHAVIORS (CWB)

Negative mood and CWB both are prevalent in organizations. Therefore, various researchers (e.g., Samnani, Salamon, & Singh, 2014; Yang & Diefendorff, 2009) have examined the relationship between negative mood and CWB and found negative mood as an antecedent of deviant behaviors. The results of their studies also show that there exists a positive correlation between negative mood and CWB. Thus, when individuals experience more intense negative moods, they are more inclined to engage in behaviors that are harmful to organization's interest (Yang & Diefendorff, 2009).

Many individuals during their whole day routine get anxious, aggressive, or frustrated due to several external or internal factors, and being an employee; they spend most of their time in organizations. Thus, by spending more time at one place, they get the chance to manage their negative emotions by taking out the frustration in the form of several CWBs like sabotage behaviors (Spector et al., 2006; Yang & Diefendorff, 2009).

To date, several studies have carried out to understand *why* negative mood leads to CWB and *what* factors may weaken or strengthen this relationship (Samnani et al., 2014; Totterdell & Niven, 2014). According to Penney & Spector (2005), when employees are in the negative mood, they build a negative perception of the world in their mind, and due to this negative view, they engage in behaviors which helps them to feel better. Moreover, Dalal and colleagues (as cited in Samnani et al., 2014) presented another concept of affect management for explaining the relationship among negative mood and CWB, according to which employees in negative mood involves in destructive behaviors to repair their mood state for feeling better. Following the concept of affect management, Chi et al., (2015) described that due to their self-control failure employees harm the organizational performance by engaging in different CWB.

2.5. SELF-CONTROL FRAMEWORK

An employee's long-term interests and performance may be affected by the negative moods he experiences. Therefore, self-control is required to outweigh such behaviors and impulses (Mischel, 1974; Muraven & Baumeister, 2000). Self-control theory describes the ability of humans to hold back unpleasant feelings, alter impulses, and resist temptations. The theory explains the impact of persistence and emotional coping under challenging tasks by individuals (Baumeister, Heatherton, & Tice, 1994). Group socialization laid the basis for the evolutionary pressures that resulted in learning of self-control mechanism. (Baumeister, DeWall, Ciarocco, & Twenge, 2005). To maintain the social bonds, individuals need to refrain from such behaviors that are inappropriate or inapplicable in the group or social setting. Self-control can act as an essential resource to achieve long-term goals by curbing the short-term temptations (Myrseth & Fishbach, 2009). It allows individuals to alter their behaviors by the situational demands put forth by society. In this manner, self-control can make individuals physically and mentally appropriate, opens up chances to succeed, and harness effective interpersonal relationships (Baumeister et al., 1994; Tangney, Baumeister, & Boone, 2004).

Employees who frequently experience negative moods have to deal with two challenges. The first one is of higher-order, requires delaying the short-term benefits to get long-term rewards; the second challenge is to accept smaller but instant reward (Harmon-Jones & Allen, 1998). When individuals lack self-control, they usually fail to resist the temptations and engage in deviant behaviors, having a detrimental effect on long-term (Muraven & Slessareva, 2003; Tice & Bratslavsky, 2000). Excessive application of self-control consumes strength and other inner resources; that can result in exhaustion making it difficult for the following self-control circumstances to succeed, resulting in self-control failure (Burka & Yuen, 2008; Hagger, Wood, Stiff, & Chatzisarantis, 2010; Muraven & Baumeister, 2000).

According to Gottfredson and Hirschi's (1990) theory of crime, people require self-control to surmount the potentially criminal impulses such as robbery, shoplifting, or harming competitors. In the same way, employees with negative mood need self-control to overcome their intentions of engaging in CWB. Previous research and theory, as a minimum, proposed two components that are particularly important in facilitating self-control; one is the individual's self-control motivation and second is the capacity to self-control (Lian et al., 2014). There is a decrease in motivation and capacity whenever self-control is exerted for regulation of negative mood, that can later lead to self-control failure (Muraven & Baumeister, 2000; Tice & Bratslavsky, 2000).

These components explain the mechanism of negative mood ultimately resulting in self-control failure.

According to motivation mechanism, negative mood decreases the individuals' motivation, which they require to control the goal-oriented behaviors and to achieve future goals (Chi et al., 2015). Negative mood reduces employees' motivation to perform the assigned tasks, and to feel better; they engage in other non-work behaviors. Self-control capacity is the second mechanism that may lead to self-control failure. The capacity to self-control is impaired when individuals continuously experience negative mood; thus, making them unable to override the impulses and behaviors that may impede the goal-directed behaviors (Hagger et al., 2010; Rosenbaum, 1998), and eventually, they engage in CWB.

Self-control framework also draws attention towards the significant role that individual characteristics – personality traits – play in controlling the impact of negative mood (Baumeister & Vohs, 2007). Situational factors like extrinsic rewards also impact on individuals' performance. When provided with useful extrinsic rewards, individuals in negative mood utilizes their energy in such a way that organizational goals are achieved (Brehm & Self, 1989; Mumford, 2011). In sum, the theory of self-control purposes that employees have to develop self-control motivation and retain their capacity to self-control to confine potentially destructive impulses and control negative behaviors (Lian et al., 2014; Muraven & Slessareva, 2003; Tangney et al., 2004).

The present study incorporates self-defeating behaviors like procrastination and capacity to delay gratification into the negative mood and CWB relationship. Individuals involved in such behaviors due to self-control failure caused by a decrease in self-control motivation and capacity.

2.6. PROCRASTINATION

Procrastination is relatively widespread and troubling phenomenon. Almost each one of us has at least wasted time by hanging around while some have adopted it as a way of living (Steel, 2007). Procrastination is most common among college students, on an estimate 70-80% students procrastinate in college while nearly 20% do so habitually (Esteban, 2014). An individual procrastinates when he delays tasks on tomorrow that needs to be done today (Milgram, Sroloff, & Rosenbaum, 1988). To know more about the nature or causes of procrastination, researchers carried out numerous studies.

Several studies have given different interpretations of procrastinating behavior. Burka & Yuen (2008) describes procrastination as a mode of expressing internal conflict. A growing body of literature have categorized that procrastination is not just a time management issue; it is a complicated process (Fee & Tangney, 2000). One may procrastinate because of various affective, cognitive, or behavioral components. Some studies also denote procrastination as a perfect example of self-control failure (Rebetez, Rochat, Barsics, & Van der Linden, 2016; Steel, 2007). According to Ackerman & Gross (2005), individuals delay the task despite wanting to do it because they fail to motivate themselves to complete the task within the given timeframe. Following the previous studies, the current study discusses procrastination as a motivational component of self-control and argues that individuals procrastinate due to self-control failure (Grund & Fries, 2018; Steel, 2007).

2.7. CAPACITY TO DELAY GRATIFICATION

Delay of gratification is an individual's choice-orientation. Individuals delay the gratification by willingly choosing between letting go the immediate rewards for more promising long-term goals (Mischel, 1974). The willingness to delay the gratification comes from self-control. Therefore, researchers have classified delay of gratification as a vital part of self-control and linked delay of gratification with individual's capacity to self-control (Mischel, Shoda, & Peake, 1988; Muraven, Tice, & Baumeister, 1998). The capacity to delay gratification help individuals to lessen the effects of challenging stressors like the pressure to become involved in CWB (Herndon & Bembenuddy, 2014).

Individuals delay the gratification because they want to earn better and more promising rewards in future (Cheng et al., 2012). While those individuals who fail at delaying the immediate rewards result in having conflict in the workplace and at home (Herndon & Bembenuddy, 2014). Therefore, the capacity to delay gratification is considered an essential element of workplace ethics and the employees who have a higher capacity to delay the gratification perform better at work (Furnham, 1987).

2.8. HYPOTHESES DEVELOPMENT

2.8.1 The Mediation of Procrastination between Negative Mood and Non-Work-Related Presenteeism

Mood influences the attitudes and feelings of employees in organizations (Brief & Weiss, 2002). According to management researchers,

negative mood (e.g., anger, stress, anxiety) generates negative consequences at the workplace (To et al., 2015). Therefore, the employees who experience higher levels of negative mood, exhibit more negative behaviors as compared to the ones having a weaker negative affect (Levin & Stokes, 1989). Negative feelings create cognitive demands that utilize attentional resources, causing disturbance and mental exhaustion, which propel the individuals to engage in activities that may harm the organization (Beal, Weiss, Barros, & MacDermid, 2005; Scott & Judge, 2013). Therefore, to draw away the negative affectivity, employees may engage in non-work-related presenteeism – involving in activities that are neither related to nor a part of their work (D'Abate, 2005). Non-work-related activities, for example surfing the internet, using a cell phone, playing games on the computer, or downloading music provides immediate pleasure to the individuals (D'Abate & Eddy, 2007; Lavoie & Pychyl, 2001). Hence, when employees experience negative mood, they engage in non-work-related presenteeism that help them to feel emotionally better.

Furthermore, Hemp (2004) also highlights about the existence of a relationship between negative mood and non-work-related presenteeism by arguing that “when people do not feel good; they simply don’t do their best work” (p. 55). Therefore, when faced with negative mood, employees get distracted and try to take refuge in performing activities of their interest (D'Abate & Eddy, 2007). Negative emotions of employees thereby tend to stimulate and direct behavior towards non-work-related presenteeism (Frijda, 2007). Negative mood decreases individuals’ self-control motivation that ultimately results in individuals’ involvement in CWB (Chi et al., 2015). Hence, this study speculates that there is some hidden mechanism between the positive relationship between negative mood and non-work-related presenteeism.

Most of the previous literature view procrastination as a temporary way of improving moods (Steel, 2007). Researchers have linked procrastination with negative affective outcomes, lack of motivation, and self-control failure (Pychyl, Lee, Thibodeau, & Blunt, 2000; Sénécal, Koestner, & Vallerand, 1995; Tice & Bratslavsky, 2000). A common characteristic of procrastination is that it serves to repair negative emotions appearing with a distressing or difficult task (Baumeister et al., 1994; Ferrari, 1991; Solomon & Rothblum, 1984). Therefore, when an individual experiences negative mood, it decreases his self-control motivation. As a result, he procrastinates more to restore positive mood, while engaging in non-work and pleasure related activities (Chi et al., 2015; Pychyl et al., 2000; Tice, Bratslavsky, & Baumeister, 2001).

A positive relationship has been found between employee procrastination and non-work-related presenteeism (D'Abate & Eddy, 2007; Wan et al., 2014). Procrastination is found to be one of the predictors of non-work-related presenteeism (e.g., Kim & Byrne, 2011; Lavoie & Pychyl, 2001). Procrastinating behavior drive employees to become involved in pleasure related activities rather than performing their assigned task (Davis, Flett, & Besser, 2002). This may happen because of various negative emotional states that employee's experience (D'Abate, 2005). When employees fail at controlling their negative mood, their motivation level drops; to feel better, they deliberately delay working on the assigned task (Tice & Bratslavsky, 2000; Tice et al., 2001).

Past research highlights that employees' involvement in various non-work-related activities is mainly because of self-control failure (Kim & Byrne, 2011; Lavoie & Pychyl, 2001). It happens because of different mood states which employees experience while being at work (Lim, 2002). These negative mood states signal to employees that a particular task or event is distant with their personal goals and in turn, they get motivated to alter their state by engaging in non-work related activities (Yang & Diefendorff, 2009). Therefore, this study posits that an increase in negative mood is accompanied by an increase in procrastination and non-work-related presenteeism. This discussion leads to the following hypothesis:

Hypothesis 1: Procrastination mediates the relationship between negative mood and non-work related presenteeism.

2.8.2 Capacity to Delay Gratification as a Mediator between Negative Mood and Service Sabotage

Service sabotage behavior is harmful to the organizations as it affects their long-term profitability (Skarlicki et al., 2008). Therefore, many studies in the past decades have proposed several predictors of service sabotage. Various researchers have found negative mood as a significant predictor of service sabotage. For example, Luo & Bao (2013) found positive correlation and strong significance ($r = 0.10$, $p < .01$) between negative mood and service sabotage. Similarly, Chi and colleagues' study results also support that negative mood positively predicts service sabotage (Chi et al., 2015).

Service sabotage is also one of the compensatory behaviors of employees when experiencing negative mood (Chi et al., 2015; Chi, Tsai, & Tseng, 2013). The self-control capacity of employees is diminished by negative mood, consequently allowing them to behave aggressively and

irrationally (Lian et al., 2014). In the case of absence of capacity to control negative impulses, such employees when faced with negative mood have the propensity to deliberately harm the interests (Wang et al., 2011).

Individuals get more involved in CWB when they lack the capacity to self-control (Tangney et al., 2004). Many researchers have argued that experience of negative emotions decrease the individuals' capacity to delay gratification. Baumeister (2002) explained that negative mood diminishes the self-control capacity, makes them emotionally distressed and in a revival attempt, they seek for immediate rewards. Furthermore, employees experiencing negative mood at work prefer to seek more immediate rewards and are likely to get indulged in pleasure seeking activities at work (Tice & Bratslavsky, 2000). Accordingly, employees with negative mood prefer to have immediate rewards instead of long-term benefits, because of a decrease in their capacity to delay gratification.

By self-control theory, employees having the capacity to delay gratification are better able to avoiding CWB, instead of engaging in negative responses at the expense of harming their long-term interests (Bolton, Harvey, Grawitch, & Barber, 2012). In contrast, emotionally distressed employees may have low capacity to delay gratification, thus making them unable to give in the temptations; thereby putting their long-term rewards at risk and increases the chances to fall for disruptive behaviors (Rodriguez, Mischel, & Shoda, 1989). Hence, when employees experience negative mood, it decreases their self-control capacity, allowing them to misbehave and display aggressive behaviors (Wang et al., 2011); consequently, increasing their propensity to engage in inappropriate and deviant behaviors. Therefore, the study put forward that employees with negative mood engage in service sabotage due to the lack of capacity to delay gratification (Figure 1).

Hypothesis 2: The capacity to delay gratification mediates the relationship between employee negative mood and service sabotage.

Figure 1 shows the mediation model of the hypotheses stated above. The model shows procrastination and capacity to delay gratification as facilitators between negative mood and CWB.

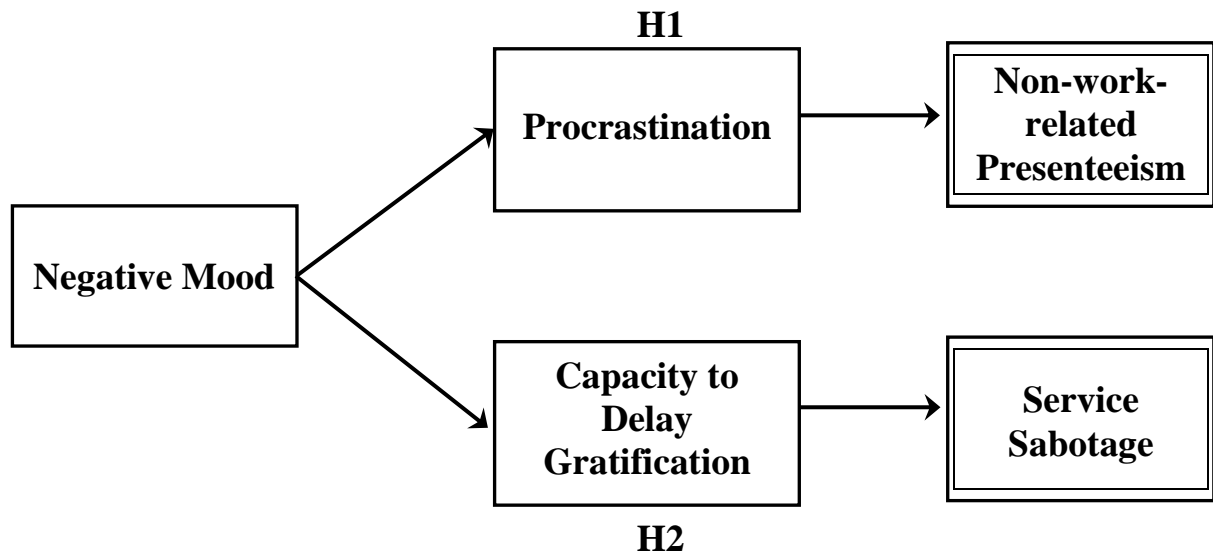


Figure 1: The Mediation Model

2.8.3 The Moderating Role of Conscientiousness on Negative Mood - Procrastination Relationship

Conscientiousness is the propensity to think, feel, and act in relatively persistent and stable fashion across time in “trait-affording situations” (Roberts, Jackson, Fayard, Edmonds, & Meints, 2009, p. 369). Conscientiousness is not just a simple personality trait or is unidimensional; instead, it consists of a broad array of distant facets. Researchers found five most common trait domains of conscientiousness: orderliness (organization vs. messiness), industriousness (assiduousness vs. carelessness), impulse control (cautiousness vs. recklessness), responsibility (dependability vs. unreliability), and decisiveness (firmness vs. indecisiveness) (Roberts, Bogg, Walton, Chernyshenko, & Stark, 2004; Roberts et al., 2009; Roberts, Lejuez, Krueger, Richards, & Hill, 2014).

Various past studies have found an association between conscientiousness and negative mood (Fayard, Roberts, Robins, & Watson, 2012). Following the evidence are given in support of this association, many scholars have investigated the extent to which personality traits moderate individuals’ negative mood states and their behavioral outcomes (Ilies, Scott, & Judge, 2006). The literature based on these studies provides the support for a negative association between conscientiousness and negative mood. Individuals having higher levels of conscientiousness tend to be persistent, organized, goal-directed, hardworking, and the ability to resist the temptations (Sirois, Melia-Gordon, & Pychyl, 2003). Moreover, conscientious individuals

perform better at work than the individuals with low levels of conscientiousness because of their ability to control the work-related behaviors (Salgado, 2002). Conscientious individuals also have a higher motivation to self-control. Therefore, when employees with high conscientiousness experience negative mood, they keep on performing their assigned task because of the stronger motivation to control the negative mood states (Ilies et al., 2006). Hence, highly conscientious individuals are less likely to procrastinate in negative mood state.

In contrast, individuals with low conscientiousness are impulsive, lazy, disorganized, are not determined, and have impaired self-control (Costa & McCrae, 1992). Further, low conscientiousness individuals fail to give in temptations because they lack the motivation to carry out the assigned tasks or in another way, the behavior of individuals with low levels of conscientiousness may get more influenced by negative mood (Yang & Diefendorff, 2009). Thus, when less conscientious employees experience negative mood, their motivation to self-control gets impaired, allowing them to engage in procrastinating behaviors (Renn, Allen, & Huning, 2011). By these assertions, it is speculated that high conscientiousness will weaken the link between negative mood and procrastination.

Hypothesis 3: Conscientiousness moderates the relation between negative mood and procrastination: The relation is stronger when conscientiousness is low rather than high.

2.8.4 Moderating Effect of Extrinsic Rewards and Conscientiousness on Negative Mood – Procrastination Relationship

Research has recognized rewarding opportunities as a primary reason for the completion of tasks. In particular, rewards increase an individual's extrinsic motivation to carry out behaviors, with the intention of earning a reward (Lipson, 2014; Ryan & Deci, 2000). In line with the social exchange theory, which proposes that human beings form relationships by employing "a subjective cost-benefit analysis" (Hai & Tziner, 2014, p. 2). Therefore, when an organization rewards its employees for their work, in return, it expects from the employees to show positive attitudes and behaviors, which may prove beneficial to the organization (Aryee, Budhwar, & Chen, 2002; Settoon, Bennett, & Liden, 1996). As a result, employees perform better for maximizing their benefits, and by doing so, they enter into an exchange relationship with the organization (Blau, 1964).

Extrinsic rewards affect the behavior of employees. Researchers proposed that individual's motivation highly depend upon the extrinsic rewards (Sansone, Wiebe, & Morgan, 1999). Therefore, in negative mood state, extrinsic rewards increase employees' motivation by suppressing the negative emotions and thereby decreasing the chances to procrastinate. Similarly, the highly conscientious individuals are also less likely to procrastinate (as mentioned in above hypothesis) due to their goal-oriented behavior (Barrick & Mount, 1991). Many studies have found a healthy relationship between extrinsic rewards and conscientiousness (Hart, Stasson, Mahoney, & Story, 2007; Sung & Choi, 2009). The study suggests that when individuals high in conscientiousness are provided with extrinsic rewards, their tendency to procrastinate decreases to a minimum during negative mood.

In negative mood state, rewards can motivate the individuals; but when such rewards are offered to persistent and organized individuals, it helps them to keep exerting self-control to avoid negative behavioral outcomes at work (Hart et al., 2007). Conscientious employees perform better at work. Nonetheless, when such employees are rewarded for their work efforts, it boosts their motivation level, and they become more dedicated to utilizing their efforts for performing better at tasks (Muraven & Slessareva, 2003). Therefore, they are unlikely to procrastinate under negative mood. In contrast, when there insufficiency or absence of rewards and the employees are lazy and intermittent; negative mood causes the individuals' motivation to drop. Thus making them unable to cope up with the negative mood; consequently prompting them to procrastinate (Deci, Koestner, & Ryan, 1999; Hagger et al., 2010). Thus, in line with above arguments, we posit that extrinsic rewards, when provided to individuals with high conscientiousness, would mitigate the after-effects of negative mood on self-control motivation. Figure 2 illustrates the 3-ways interaction between negative mood, conscientiousness, and extrinsic rewards.

Hypothesis 4: The moderation of negative mood's effect on procrastination by conscientiousness is moderated by extrinsic rewards such that the effect will be weaker in the presence of extrinsic rewards.

Figure 2 illustrates the combined role of extrinsic rewards, conscientiousness in decreasing the impact of negative mood in pushing employees to procrastinate

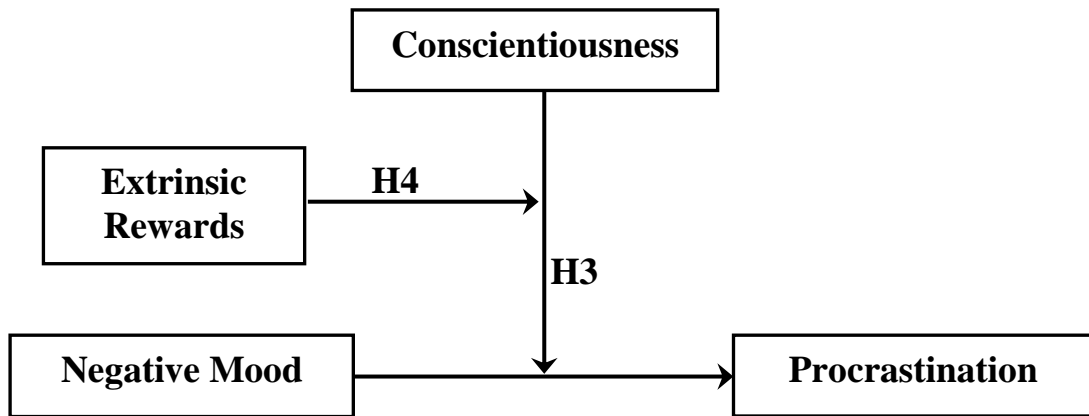


Figure 2: Three-Way Interaction Model

CHAPTER 3

RESEARCH METHODOLOGY

3.1. RESEARCH DESIGN

The current study followed a *positivist* school of thought. It used the *deductive approach* to test the study hypotheses drawn from the self-control theory. The nature of the investigation was *causal* and conducted to establish the cause-and-effect relationship between employees' negative mood and their tendency to engage in counterproductive work behaviors. Therefore, due to the causal nature of the study, an *experimental* strategy was applied, and *multi-quantitative methods* were chosen.

Two experimental studies were carried out in a *contrived lab setting* to test the hypotheses developed on the existing literature underpinning self-control framework. The purpose of conducting these experiments was to test both the mediation and moderation hypotheses separately. In experiment 1, the mediation hypotheses were tested whereas experiment 2 tested the moderation hypotheses. The purpose, design, procedures, and measurements of each experiment is discussed further in following sections.

3.2. EXPERIMENT 1

In this experiment, the researcher investigated the effect of individuals' negative mood on the non-work-related presenteeism and service sabotage through procrastination and capacity to delay gratification respectively. The experimenter manipulated the mood by making the subjects watch movie clips which aimed at creating a negative affect. After manipulation, procrastination and capacity to delay gratification were measured, and then non-work-related presenteeism and service sabotage were measured by giving subjects an imaginary role and having them answer the related questions. The causal effect of negative mood on these study variables was measured at the same time due to the stability of the mood state. Although moods last for a longer time period but the longer the state lasts, the more it is likely to show trait-like stability (Aquino, Grover, Bradfield, & Allen, 1999).

3.2.1 Experimental Design

The experimental design was *post-test only with experimental and control group*. This experimental design dealt with the random assignment of study subjects into an experimental group and a control group (Gray, 2004). The condition of randomization and addition of a control group in an experimental design helps to minimize the threat to experiment's validity. The subjects of the experimental group were given the treatment (by showing video clips that are known for instigating negative mood state) while no manipulation (by showing a video clip that have no effect on the mood state) was done in control group. This design also fulfilled the conditions for a sound experimental design (McBurney, (1998). That is, there was a control condition with which the results of the experimental group could be compared, and the subjects were randomly assigned to both groups.

3.2.2 Pilot Study

Before conducting the laboratory experiment, pilot testing was conducted. For the study, 20 graduate students were selected from a private sector university in Lahore. The subjects volunteered to participate in the study. They were randomly divided into two groups. Mood was manipulated by showing video clips and the responses were recorded via questionnaire.

From the feedback, it was assessed that respondents were having difficulty in understanding the meaning of some emotions. Therefore, only five most easily understandable emotions were included in the final questionnaire. The subjects could understand the video clips without the subtitles, so the clips with subtitles were not added. When video clips were played, they disclosed the name of the movies from which the clips were taken. It could draw the subjects' attention away or might cause an ineffective mood manipulation. For this reason, clips were renamed without names of the movies, and slides were formatted accordingly. With the help of these changes, biases in the real-time study were minimized.

3.2.3 Subjects

Subjects of the study included 89 students enrolled in business studies program at two large universities in Lahore. They had participated in the exchange of five extra course credits. The subjects from both universities were gathered at a common place and were randomly assorted to two groups: an experimental group (negative mood condition), and a control group. Among these subjects, 42 were randomly placed in negative mood condition, and 47

were assigned to control condition. Thirteen subjects did not provide the complete information. The final sample is therefore based on 76 subjects who provided the complete data, 36 in negative mood condition, and 40 in control condition.

3.2.4 Procedure

Upon arriving at the room, the experimenter informed the subjects about the primary purpose of the study. The subjects were led to believe that they are called to participate in a study that understands the role of contextual factors on individual's mood. Prior to the mood manipulation, the subjects of negative mood condition completed an informed consent form. After giving their consent to participate, they went through a relaxation procedure. Subjects were instructed to close their eyes for about two minutes to relax every muscle of their body and breathe deeply (Rusting, 1999). After the relaxing activity, the subjects' mood in the negative condition was manipulated by showing them video clips from three different movies.

After watching each clip, subjects completed a *Pilot Movie Rating* questionnaire which consisted of routine questions related to the film clips (Martin, Ward, Achee, & Wyer, 1993). The purpose of adding this questionnaire was to create a distraction so that the individuals may not know about the real purpose of the study. Right after the mood manipulation, subjects filled out a questionnaire in which they were instructed to respond to each item according to their present mood state. The subjects completed their mood measure, rated their tendency to procrastinate and capacity to delay gratification, and bearing in mind the role of frontline service worker, responded to the extent to which they engage in non-work-related presenteeism and service sabotage.

In control condition, subjects after giving their informed consent also went through a relaxation procedure. Upon relaxing, a movie clip was shown to neutralize the subjects' current state of mind. The clip did not elicit any specific emotion due to its neutral nature. The subjects then filled out a questionnaire similar to the one given to experimental group in which they completed their mood measure, and rated each item of procrastination, capacity to delay gratification, non-work-related presenteeism, and service sabotage on the basis of their current mood state. Subjects in both conditions were requested to place their questionnaires upside down on the table. In the end, researcher thanked the subjects for being the part of this study and collected the questionnaires. The subjects were not debriefed at this point because the same sample was needed for the Experiment 2.

3.2.5 Mood Manipulation

The mood was manipulated by using Schaefer and colleagues' (2010) procedure, which consists of showing emotion-eliciting films to subjects for inducing negative mood. Before seeing the clips, subjects went through a relaxation procedure. Under dimmed room lights, they were instructed to close their eyes for about two minutes to ease every muscle of their body. In negative mood condition, subjects were told that they would see few video clips taken from different movies, and they are supposed to observe each clip carefully. Subjects were further encouraged to answer the questions related to each of the clip shown.

To induce negative mood, the experimental group watch three movie clips. The scenes taken from *American History-X* (a neo-Nazi kills an African-American man, smashing his head on the curb), *Schindler's List* (dead bodies are being carried away in a concentration camp), and *The Piano* (one of the characters gets her finger cut off) were shown (Schaefer et al., 2010). In control condition, subjects underwent the relaxation procedure similar to negative mood condition. However, they were not shown any emotion eliciting clips rather they watch a car-chase scene, taken from *Bullit*. This clip is known to have no effect on mood state (Martin et al., 1993).

3.2.6 Manipulation Check

Right after watching the movie clips, the subjects were instructed to fill out a questionnaire having the mood measures and report their emotional reactions. To measure the mood state, five negative adjectives were taken from Positive Affect Negative Affect Scale – PANAS (Watson et al., 1988). Subjects were instructed to rate each feeling with respect to their current mood state. The subjects in control condition also recorded their mood state by responding to the same mood measures. The comparison of the mean of negative mood between the two group reveals the success of manipulation. The manipulation check confirms that the treatment group is significantly different from the control group. The results are presented in Chapter 4.

3.3. MEASUREMENTS

The detailed measures for the five study variables used in experiment 1 are given below.

3.3.1 Negative Mood

Negative mood was recorded with the help of five negative adjectives adopted from PANAS (Watson et al., 1988). Subjects rated their mood state by using a five-point scale from 1= not at all to 5= extremely. The negative adjectives were irritable, ashamed, upset, nervous, and scared.

3.3.2 Procrastination

Procrastination was assessed by six-item scale adapted from Lay's General Procrastination scale (Lay, 1986). The original scale consisted of items that were based on the various daily occurring behaviors. Therefore, only those items were selected that could be responded by bearing in mind the current mood state. Sample items include "I do not want to perform the tasks that I had intended to do before" and "I will delay on starting work I have to do." Subjects rated themselves on a five-point scale (1= describes me very well to 5= does not describe me at all).

3.3.3 Non-Work-Related Presenteeism

It was assessed by eight-item scale adapted from D'Abate and Eddy's (2007) scale for measuring the extent of non-work activities performed while being at work. The subjects in the study were business students. As the scale was initially developed for the employees; therefore, the students were given the situation to imagine themselves as employees working in a company and indicate how frequently they would engage in each personal activity on work time using the five-point scale from 1= never to 5= always. Sample items included "send or receive e-mail messages about home-related issues" and "use the phone for home-related calls.

3.3.4 Capacity to Delay Gratification

For measuring the capacity to delay the gratification, an eight-item scale was adapted from Bembenuity & Karabenick (1998). Subjects were presented with a series of two different scenarios, and they had to choose between them. The option A offered the subjects with more immediate gratification while option B provided delayed rewards. Subjects responded to the strength of the choice on a four-point scale: 1= definitely choose A, 2= probably choose A, 3= probably choose B and 4= definitely choose B. Sample item include:

“Option A: Skip this class when the weather is nice and try to get the notes from somebody later” and “Option B: Attend class to make certain that you do not miss something even though the weather is nice outside.”

3.3.5 Service Sabotage

All the items designed for measuring service sabotage were mainly developed for service workers. Therefore, the five-items scale was adapted from Chi et al. (2015). The students were given the scenario to imagine themselves as a frontline service worker dealing directly with the customers and then indicate the likelihood of getting engaged in behaviors, e.g., “behaving negatively towards customers” on work time, using a five-point scale from 1= never to 5= always.

3.4 EXPERIMENT 2

This experiment was designed to test the hypotheses 3 and 4 about the effects of negative mood, conscientiousness, and extrinsic rewards on procrastination. The study examined the two-way and the three-way interaction on employee’s procrastination by randomly assigning the subject to either a negative mood (experimental group) or control condition. Mood was manipulated with the help of a combine mood-induction procedure which comprises of short vignettes and background music. Conscientiousness level was measured before the mood manipulation and the effect of extrinsic rewards was checked by randomly giving it the subjects of both conditions. After manipulation, subjects’ mood and procrastination were measured.

3.4.1 Experimental Design

For testing two of the proposed hypotheses (H3 and H4), this experiment also used experimental group with control design and observed only post-test measures. The design was similar to the one used in experiment 1, and the only difference was the changed mood-induction procedure. Subjects of experimental group were exposed to series of mood-inducing short vignettes comprising of negative events while no treatment was given to the control group. They just went through a relaxation process before starting the experiment. Extrinsic rewards was added as conditional variable. In both groups, half of the subjects randomly received rewards for completing the study.

3.4.2 Pilot Study

A pilot study was done prior to the laboratory experiment. For the study, 25 graduate students were selected from a private sector university in Lahore. The subjects took part in the study voluntarily. Before manipulation, subjects were randomly divided into experimental and control groups. Mood was manipulated by showing short vignettes combined with pleasant music. The responses were recorded via questionnaire. This pilot testing helped in adjusting the volume of the audio and the timings between each vignette. Moreover, it was assessed that respondents were having difficulty in answering some emotions. Therefore, only five emotions were included in the final questionnaire. These minor checks and changes helped in carrying out the study well and reduce the chances of biases that might occur in the real-time study.

3.4.3 Subjects

Subjects of the study were taken from a pool of students enrolled in the Business Studies program of two large universities of Lahore. A sample of 83 students was taken for the experiment. Among these, 39 were randomly assigned to negative mood condition, and 44 were assigned to control condition. 4 subjects did not complete the mood and personality measures and were excluded from the study. The final sample is therefore based on 79 subjects; 38 in negative mood condition, and 41 in control condition who provided the complete data.

3.4.4 Procedure

The second experiment was conducted 4-weeks apart from experiment 1. Upon entering in the experimental room, the experimenter told the subjects about the purpose of the study. Subjects were led to believe that the study is carried out to understand the impact of different daily life experiences on individual's mood. They were further ensured regarding the confidentiality of their data. Subjects were then given consent forms. After giving their formal consent to participate, subjects completed the personal information and conscientiousness measures on a questionnaire which also disclosed the reward subjects will get for participating in the study, but only randomly selected individuals were informed about it. On the start of the questionnaire, it was written that the subjects would get *5 extra course credits* and participation

certificate for helping to complete the study, while the no rewards were mentioned on the remaining questionnaires.

Subjects in negative mood condition then went through a relaxing procedure that was similar to the one they went through in experiment 1. When subjects received a relaxing therapy, the mood was manipulated in negative condition by combining two different mood induction procedures. The experimenter displayed short vignettes on screen while an unpleasant music was playing in the background. Following the negative mood manipulation, the experimenter asked the subjects to fill out a questionnaire, which consisted of mood measures to check the mood manipulation, and measures related to procrastination. In control condition, no manipulation took place. Therefore, subjects in control condition filled the questionnaire right after the relaxing therapy.

3.4.5 Mood Manipulation

The mood was induced by combining two different mood induction procedures (adapted from Mayer, Allen, & Beauregard, 1995). For manipulating the mood, subjects of negative mood conditions were shown a series of short vignettes; they had to imagine themselves experiencing those events while pleasing music was played in the background. The music was added in the background because it would extend the subjects' mood induced by imagining the situations (Rusting, 1999).

Before the mood manipulation, subjects went through a relaxation procedure for about 2 minutes. The relaxation procedure was same as used in experiment 1. Before beginning with the imaginary procedure, the experimenter used instructions that were already used by previous researchers (e.g., Larsen & Ketelaar, 1991; Rusting, 1999) and asked the subjects to do the following:

“In the coming slides, some situations will be displayed. Please imagine those situations as intensely as you can. Picture in your "mind's eye" the surroundings as clearly as possible. See the people or objects; hear the sound; experience the events happening to you. Think the thoughts you would think in these situations, and feel the same feelings you would feel in these situations. Let yourself react as if you were there.”

Subjects in the experimental group (negative mood condition) read and imagined seven different vignettes. A total of five minutes was given to imagining being in the stated situations. Subjects imagined the situations such

as “a relative of yours, with whom you have shared a close relationship, has been diagnosed as having cancer and has only a short time to live.” While subjects were picturing the whole situation, an unpleasant music Chopin's Preludes (Opus 28, #6) was playing in the background. The musical clip continued to play in the background during the experimental session.

3.4.6 Manipulation Check

The mood manipulation was checked in the same way as it was done in Experiment 1. When the subjects of negative mood condition imagined themselves being in the given situations, they were instructed to complete the mood measures and rate each negative feeling by keeping their present mood state in mind. Mood measures were given in the form of five negative adjectives taken from PANAS (e.g., *irritable*, *ashamed*). Subjects in control condition also recorded their mood state by responding to the same mood measures. The comparison of the mean of negative mood between the two group reveals the success of manipulation. The manipulation check confirms that the experimental group is significantly different from the control group. The results are presented in Chapter 4.

3.5. MEASUREMENTS

Experiment 2 used the same items and scales for negative mood, procrastination, and delay of gratification. The measures of other two variables that acted as moderators of the study are mentioned below.

3.5.1 Conscientiousness

The level of conscientiousness was measured by using ten-item Mini-Marker scale developed by Saucier (1994). On an eight-point scale from 1= extremely inaccurate to 8= extremely accurate), subjects were asked to indicate the degree to which the selected adjectives described them well (e.g., efficient, organized, and systematic).

3.5.2 Extrinsic Rewards

Extrinsic rewards were used in the study as a dichotomous variable. Rewards were added as a condition in both groups. Following Lepper and colleagues' study, subjects were placed under two rewarding conditions –

rewards were present, or they were absent (Lepper, Greene, & Nisbett, 1973). Extrinsic rewards were offered in the form of five extra course credits and a participation certificate that will be given to the subjects at the end of the course.

3.6. OVERVIEW OF ANALYTIC STRATEGY

All the data collected from subjects of both studies was scrutinized for error, missing values, and outliers before testing the hypotheses. The data was first arranged and the subjects with incomplete responses were excluded. Furthermore, the outliers were excluded. After the screening, the data was analyzed on SPSS software. The initial statistical analyses consisted of reliability check, cross-tabulations descriptive statistics, means, standard deviations, Pearson correlation between the study variables, and multicollinearity check. Group comparisons were done by using independent sample t-tests. The test was also applied for checking the mood manipulation and for comparing variables results on the basis of gender.

The study hypotheses were tested by using PROCESS macro for SPSS, version 3, developed by Hayes (2017). For testing the mediation hypotheses (H1 and H2), Model 4 of the PROCESS macro was used while Model 1 and Model 3 was utilized to test moderation and 3-way interaction, i.e. H3 and H4 respectively. Further details of data analysis are discussed in the next chapter.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. EXPERIMENT 1

4.1.1 Subjects' Characteristics

The subjects of the study included 76 students of which 26 are males. Of all 76 subjects, 60.5% are the early adults aged between 21 to 25 years. On the basis of education level, 36.8% subjects are graduate students and among them 50% are females. The cross tabulations of subjects' age and education by their gender are given in Table 4.1.

Table 4.1
Subjects' Characteristics for Experiment 1

Variables	Category	Gender				Total	
		Male		Female		Freq	%
		Freq	%	Freq	%		
Age	16-20	11	42.3	1	2.0	12	15.8
	21-25	10	38.5	36	72.0	46	60.5
	26-30	1	3.8	10	20.0	11	14.5
	Above 30	4	15.4	3	6.0	7	9.2
Education	Under Graduate	18	69.2	2	4.0	20	26.3
	Graduate	3	11.5	25	50.0	28	36.8
	Postgraduate	5	19.2	23	46.0	28	36.8
Total		26	100	50	100	76	100

4.1.2 Descriptive Statistics and Reliability

The mean of subjects' negative mood is 2.10. The value of Cronbach's Alpha for all the study variables ranges from 0.90 to 0.70. The reliability of negative mood scale is 0.90 while the value of reliability coefficient for service sabotage was 0.70. The means and standard deviations of the study variable along with the scale reliabilities and items are given in Table 4.2.

Table 4.2
Descriptive Statistics and Reliability for Experiment 1

Variable	Mean	SD	Items	Alpha
Negative Mood	2.10	1.20	5	0.90
Procrastination	2.37	0.93	6	0.74
Capacity to Delay Gratification	3.29	0.49	8	0.71
Non-work-related Presenteeism	2.20	0.59	8	0.73
Service Sabotage	1.58	0.50	5	0.70

4.1.3 Group Comparisons of the Study Variables by Gender

To compare the mean scores of study variables concerning the subjects' gender, the researcher used independent sample t-test. The results of the group comparisons as shown in Table 4.3 are statistically significant for three-study variables, i.e., negative mood, the capacity to delay gratification, and service sabotage. The mean values from the group comparisons showed that females have higher negative mood (2.28) as compare to males (1.76). The mean value for service sabotage indicates that males are more likely to involve in service sabotage (1.81) as compare to females (1.46). The mean values for procrastination and non-work-related presenteeism did not appear significant.

Table 4.3
Group Comparisons by Gender for Experiment 1

Variables	Gender	Mean	SD	p-value
Negative Mood	Male	1.76	0.76	*
	Female	2.28	1.34	
Procrastination	Male	2.26	0.83	Ns
	Female	2.43	0.98	
Capacity to Delay Gratification	Male	3.08	0.54	**
	Female	3.40	0.43	
Non-work-related Presenteeism	Male	2.38	0.66	Ns
	Female	2.11	0.53	
Service Sabotage	Male	1.81	0.64	**
	Female	1.46	0.36	

Note: *p < 0.05; **p < 0.01; ns = not significant; SD = Standard Deviation

4.1.4 Correlations Matrix

The linear relationships between the study variables were investigated using Pearson correlation coefficient. The results show that negative mood has a positive and highly significant relationship with procrastination ($r = 0.49$, $p < 0.01$) and procrastination has a positively significant correlation with non-work-related presenteeism ($r = 0.33$, $p < 0.01$). This indicates that the relationship is in direction with the assumption. Further, negative mood does not correlate with the capacity to delay gratification ($r = -0.19$), but the capacity to delay gratification and service sabotage negatively correlate with each other ($r = -0.27$, $p < 0.05$). It is moderately strong and negative correlation between the two variables, with capacity to delay gratification associated with lower levels of service sabotage. A bivariate correlation matrix is given in Table 4.4.

4.1.5 Manipulation Check

The manipulation check helped the researcher to assess whether the video clips induced the desired mood state in individuals of negative mood condition. After manipulation, subjects' mood was recorded with the help of five negative worded items from PANAS. To determine whether the manipulation was effective, the subjects' response in negative mood condition was compared with the subjects' mood in control condition. An independent sample t-test was run to calculate the mean on PANAS items. As expected, the results showed a significant difference between the mood state of negative mood condition and control condition. The results show that subjects reported a higher negative mood: 2.85 versus 1.43, $F(1, 74) = 20.80$, $p < 0.001$ in negative mood condition. Thus, the negative mood was successfully manipulated.

Table 4.4
Bi-Variate Correlations Matrix for Experiment 1

Variable	1	2	3	4	5	6	7
1. Gender	1						
2. Age	0.22	1					
3. Education	0.55**	0.65**	1				
4. Negative Mood	0.21	-0.14	-0.08	1			
5. Procrastination	0.09	-0.09	0.04	0.49**	1		
6. Capacity to Delay Gratification	0.31**	0.27*	0.31**	-0.19	-0.29*	1	
7. Non-work-related Presenteeism	-0.22	-0.11	-0.22	0.17	0.33**	-0.16	1
8. Service Sabotage	-0.33**	0.04	-0.22	0.15	0.27*	-0.27*	0.40**

n = 76; *p < 0.05; **p < 0.01

4.1.6 Hypotheses Testing

The study proposed that procrastination mediates the relationship between negative mood and non-work related presenteeism (H1). To test this hypothesis, the study has used Hayes' PROCESS macro Model 4 developed by Hayes (2017). In line with H1, negative mood was positively associated with procrastination ($\beta = 0.40$, $t = 4.77$, $p < 0.01$), and procrastination was positively associated with non-work-related presenteeism ($\beta = 0.22$, $t = 2.74$, $p < 0.01$).

Table 4.5
Regression Results: Procrastination as Mediator

<i>Outcome Variable = Procrastination</i>	B	SE	T	R²
				0.26
Constant	1.46	0.36	4.05**	
Negative Mood	0.40	0.08	4.77**	
Gender	-0.22	0.25	-0.86	
Age	-0.16	0.16	-1.03	
Education	0.27	0.19	1.43	
 <i>Outcome Variable = Non-work-related Presenteeism</i>				 0.19
Constant	1.95	0.27	7.27**	
Negative Mood	0.02	0.06	0.29	
Procrastination	0.22	0.08	2.74**	
Gender	-0.22	0.17	-1.26	
Age	0.06	0.11	0.59	
Education	-0.14	0.13	-1.09	
	<i>Effect</i>	<i>SE</i>	<i>LL 95% CI</i>	<i>UL 95% CI</i>
Indirect effect of negative mood on non-work-related presenteeism	0.09	0.04	0.02	0.20
	<i>Effect</i>	<i>SE</i>	<i>z</i>	
Normal theory tests for indirect effect	0.09	0.04	2.34*	

Note: N = 76, Bootstrap sample size = 5000, $\wedge p < 0.10$; * $p < 0.05$; ** $p < 0.01$, LL = lower limit; CI = confidence interval; UL = upper limit

Furthermore, using Sobel test with a bootstrap sample size of 5000 and 95% Confidence Interval (CI), the indirect effect of negative mood on non-work-related presenteeism appears significant (Sobel $z = 2.34$, $p < 0.05$) and there is no zero between the upper-level CI and lower-level CI (0.02, 0.20). Hence, these results support Hypothesis 1. The complete findings for H1 are presented in Table 4.5.

The hypothesis 2 of the study put forth that the capacity to delay gratification mediates the relationship between employee negative mood and service sabotage. To test H2 Model 4 of Hayes' PROCESS macro was used.

Table 4.6
Regression Results: Delay in Gratification as Mediator

<i>Outcome Variable = Capacity to Delay Gratification</i>	B	SE	T	R²
				0.19
Constant	3.06	0.20	15.24**	
Negative Mood	-0.10	0.05	-2.07*	
Gender	0.32	0.14	2.27*	
Age	0.09	0.09	1.04	
Education	0.01	0.10	0.13	
 <i>Outcome Variable = Service Sabotage</i>				 0.22
Constant	1.96	0.41	4.74	
Negative Mood	0.09 [^]	0.05	1.84	
Capacity to Delay Gratification	-0.16	0.12	-1.35	
Gender	-0.31	0.15	-2.13*	
Age	0.18	0.09	2.07*	
Education	-0.11	0.10	-1.05	
	<i>Effect</i>	<i>SE</i>	<i>LL 95% CI</i>	<i>UL 95% CI</i>
Indirect effect of negative mood on service sabotage	0.02	0.01	-0.01	0.05

Note: N = 76, Bootstrap sample size = 5000, [^]p < 0.10; *p < 0.05;

**p < 0.01, LL = lower limit; CI = confidence interval; UL = upper limit

The results given in Table 4.6 shows that negative mood is negatively linked with capacity to delay gratification ($\beta = -0.10$, $t = -2.07$, $p < 0.05$), and capacity to delay gratification is negatively linked with service sabotage ($\beta = -0.16$, $t = -1.35$, ns). The Sobel test is not used, as the indirect effect of negative mood on service sabotage is insignificant, and the bootstrapped CI contains zero (LLCI = -0.01, ULCI = 0.05). Although the negative mood has a significant relationship with the capacity to delay gratification, the capacity to delay gratification fails to establish a relationship with service sabotage. Therefore, Hypothesis 2 is not supported.

4.2. EXPERIMENT 2

4.2.1 Subjects' Characteristics

The total sample consists of 79 students which comprises of 47 females. A significant portion of the total sample lies between the 21 – 25 age group, i.e., 51.9%. Moreover, the educational level of 41.8% subjects is post-graduate, of which the ratio of females is higher as compared to males, i.e., 51.1%. The complete detail of subjects' characteristics is presented in Table 4.7.

Table 4.7
Subjects' Characteristics for Experiment 2

Variable	Category	Gender				Total	
		Male		Female			
		Freq	%	Freq	%	Freq	%
Age	16-20	11	34.4	1	2.1	12	15.2
	21-25	10	31.3	36	76.6	41	51.9
	26-30	2	6.3	10	21.3	14	17.7
	Above 30	9	28.1	3	6.4	9	11.4
Education	Under Graduate	18	56.3	3	6.4	21	26.6
	Graduate	5	15.6	20	42.6	25	31.6
	Postgraduate	9	28.1	24	51.1	33	41.8
Total		32	100	47	100	79	100

4.2.2 Descriptive Statistics and Reliability

The mean value of negative mood is 2.05. The value of Cronbach's Alpha for all the variables ranges from 0.87 to 0.77. The highest value for the alpha coefficient is reported for conscientiousness, i.e. $\alpha = 0.87$. The reliability and mean of extrinsic rewards is not calculated as it was a categorical variable. Table 4.8 shows the result of means, standard deviations, and reliability of the study variables.

Table 4.8
Descriptive Statistics and Reliability for Experiment 2

Variable	Mean	SD	Items	Alpha
Negative Mood	2.05	1.09	5	0.84
Procrastination	2.29	0.89	6	0.77
Conscientiousness	6.00	1.03	10	0.87

4.2.3 Group Comparisons by Gender

In Experiment 2, all the study variables are compared with reference to their gender. The results of independent sample t-test show that the p-value of all the variables is insignificant. Hence, there is no significant difference between the male and female groups for negative mood, procrastination, conscientiousness, and extrinsic rewards. The tables 4.9 show the means, standard deviations, and p-value for the group comparisons of the study variables about gender.

Table 4.9
Group Comparisons by Gender for Experiment 2

Variables	Gender	Mean	SD	p-value
Negative Mood	Male	2.21	1.09	Ns
	Female	1.94	1.08	
Procrastination	Male	2.34	0.91	Ns
	Female	2.26	0.89	
Conscientiousness	Male	5.73	1.28	Ns
	Female	6.18	0.79	
Extrinsic Rewards	Male	0.59	0.50	Ns
	Female	0.45	0.50	

Note: * $p < 0.05$; ns = not significant; SD = Standard Deviation

4.2.4 Correlations Matrix

To check the linear relationship between the study variables, the study uses Pearson correlation coefficient. Table 4.10 shows the bivariate correlation between the variables. The results indicate a positive and significant ($r = 0.27$, $p < 0.05$) relationship between negative mood and procrastination. Further, conscientiousness only correlates with the age of study subjects ($r = 0.27$, $p < 0.05$). The results further show that negative mood does not highly correlate with the conscientiousness and extrinsic rewards ($r = -0.04$ and $r = 0.14$). As the correlation coefficient (r) between stimulating variable (negative mood)

and moderators (conscientiousness and extrinsic rewards) is below 0.7 therefore, there is no threat of multicollinearity (Pallant, 2011).

Table 4.10
Bi-Variate Correlations Matrix for Experiment 2

Variable	1	2	3	4	5	6
1. Gender	1					
2. Age	-0.01	1				
3. Education	0.44**	0.60**	1			
4. Negative Mood	-0.12	0.02	-0.20	1		
5. Procrastination	-0.04	-0.17	-0.14	0.27*	1	
6. Conscientiousness	0.21	0.27*	0.19	-0.04	0.05	1
7. Extrinsic Rewards	-0.14	-0.17	-0.25*	0.14	0.03	-0.04

n = 79; *p < 0.05; **p < 0.01

4.2.5 Manipulation Check

The subjects' mood in the experimental group was manipulated by using combine mood induction procedure. The subjects were given short vignettes and they imagined themselves in those situations while an unpleasant music was played in the background. The manipulation was done to induce a negative mood state. No treatment was given to the subjects of control group. To check for successful manipulation, the result of responses provided to the negative adjectives (adopted from PANAS) was compared. A t-test was run to compare the negative mood condition with neutral mood condition. As speculated, the results indicate a successful mood manipulation, as there was difference in the means of both groups. The statistics show that subjects reported a higher negative mood: 2.93 versus 1.23, $F(1, 77) = 16.89$, $p < 0.001$ in negative mood condition. Thus, the negative mood was successfully manipulated.

4.2.6 Hypotheses Testing

For testing, conscientiousness moderates the relation between negative mood and procrastination in such a way that the relation is stronger when conscientiousness is low rather than high (H3), model 1 of PROCESS macro by Hayes (2017) was used. The findings for Hypotheses 3 are presented in Table 4.11. Consistent with Hypothesis 1, negative mood is positively related

to procrastination ($\beta = 0.76$, $t = 2.80$, $p < 0.01$). The results further indicates that conscientiousness ($\beta = -0.18$, $t = -2.06$, $p < 0.05$) moderates the relationship between negative mood and procrastination. As expected, in the presence of conscientiousness, the relationship between negative mood and procrastination becomes weaker. Thus, in negative mood state, the individuals with lower levels of conscientiousness will procrastinate more. Hence, Hypothesis 3 is supported.

Table 4.11
Regression Results: Moderation of Conscientiousness

<i>Outcome Variable = Procrastination</i>	B	SE	t	R²
				0.17
Constant	1.57	0.72	2.19*	
Negative Mood	0.76	0.27	2.80**	
Conscientiousness	0.27	0.21	1.28	
Negative Mood x Conscientiousness	-0.18	0.09	- 2.06*	
Gender	-0.13	0.24	-0.53	
Age	-0.22	0.14	-1.63	
Education	0.04	0.18	0.19	

Note: N = 79; Bootstrap sample size = 5000; * $p < 0.05$; ** $p < 0.01$

Conscientiousness was observed across three levels (at 1 SD above the mean, at the mean, and 1 SD below the mean) to investigate the conditional effect of negative mood on procrastination. The conditional effect at mean level of the conscientiousness is significantly different from zero ($\beta = 0.22$, LLCI = 0.04; ULCI = 0.40). The results of conditional effect are quite interesting as they denote a stronger relationship between negative mood and procrastination when individuals are (+1 SD) high in conscientiousness ($\beta = 0.03$, LLCI = -0.23; ULCI = 0.30) and the linkage becomes weaker at (-1 SD) lower levels of conscientiousness ($\beta = 0.03$, LLCI = -0.23; ULCI = 0.30). More discussion on the results of hypothesis 3 is mentioned in Chapter 5.

According to Hypothesis 4, the moderation of negative mood's effect on procrastination by conscientiousness is moderated by extrinsic rewards such that the effect will be weaker in the presence of extrinsic rewards. To test this hypothesis, model 3 of PROCESS macro by Hayes (2017) was used.

Table 4.12
Regression Results: Moderation of Conscientiousness
and Extrinsic Rewards

<i>Outcome Variable = Procrastination</i>	B	SE	T	R²
				0.24
Constant	3.46	1.06	3.26**	
Negative Mood	-0.58	0.71	-0.81	
Conscientiousness	-0.41	0.37	-1.10	
Extrinsic Rewards	-3.80	1.55	-2.45*	
Negative Mood x Conscientiousness	0.28	0.26	1.08	
Negative Mood x Extrinsic Rewards	1.97	0.82	2.42*	
Extrinsic Rewards x Conscientiousness	1.19	0.52	2.28*	
Negative Mood x Conscientiousness x Extrinsic Rewards	-0.64	0.29	-2.22*	
Gender	-0.18	0.25	-0.75	
Age	-0.22	0.13	-1.65	
Education	0.11	0.19	0.59	

Note: N = 79; Bootstrap sample size = 5000; *p < 0.05; **p < 0.01

The results given in Table 4.12 reveals a significant impact of extrinsic rewards on procrastination ($\beta = -3.80$, $t = -2.45$, $p < 0.05$). The results further indicate that the interaction between negative mood and conscientiousness becomes insignificant with the addition of extrinsic rewards as moderator ($\beta = 0.28$, $t = 1.08$, ns). The study results further shows that extrinsic rewards and conscientiousness together moderates the relationship between negative mood and procrastination ($\beta = -0.64$, $t = -2.22$, $p < 0.05$). The relationship will be weaker when extrinsic rewards are given to the individuals having higher levels of conscientiousness. Thus, Hypothesis 4 is supported.

For providing further support to the hypotheses, the conditional effect of negative mood on procrastination was also checked. Contrary to the expectations, the conditional effect of negative mood on procrastination becomes stronger and not significant at higher levels of conscientiousness (1 SD above the mean) and in the presence of extrinsic rewards ($\beta = -0.05$, LLCI = -0.40; ULCI = 0.30). However, the conditional effect of negative mood on procrastination becomes weaker and highly significant at lower levels of conscientiousness (1 SD below the mean) and in the presence of extrinsic rewards ($\beta = 0.68$, LLCI = 0.32; ULCI = 1.04). The results of this interaction were unusual and entirely unexpected. Chapter 5 further discusses this three-way interaction.

4.3. SUMMARY OF RESULTS

The results of all the hypotheses are listed in table 4.13. The results yielded from both experiments shows support for all hypotheses except for H2, the mediation hypothesis.

Table 4.13
Summary of Hypotheses Result

Hypotheses		Results
H1	Procrastination mediates the relationship between negative mood and non-work related presenteeism.	Supported
H2	The capacity to delay gratification mediates the relationship between employee negative mood and service sabotage.	Not Supported
H3	Conscientiousness moderates the relation between negative mood and procrastination: The relation is stronger when conscientiousness is low rather than high.	Supported
H4	The moderation of negative mood's effect on procrastination by conscientiousness is moderated by extrinsic rewards such that the effect will be weaker in the presence of extrinsic rewards.	Supported

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. DISCUSSION ON RESULTS

Drawing upon the self-control framework, the study aimed at analyzing how and when negative mood persuades an individual to become involved in counterproductive behaviors at workplace. The study postulated that employees' negative mood did not directly trigger the impulse to engage in CWB, they do so because of the self-control failure. Self-control acts as a coping mechanism, and employees use it to restore negative mood. Therefore, the present research not only used self-control framework as an “over-arching theory” (Chi et al., 2015) but also incorporated the resulting behaviors from self-control failure as process mechanism between negative mood and CWB relationship.

As predicted, the research findings were in line with the proposed outcomes. The findings revealed that an employee in negative mood initially tries to control the negative impulses and maintains its focus on the assigned work tasks, and thereby not engaging in any behavior that is not work-related or aimed at sabotaging the organizational services. The finding is contrary to other studies (for example, Samnani et al., 2014) claiming that negative mood directly leads to CWB. The results suggest that a mechanism lies between this relationship, which facilitates negative mood in a way that employees get involved in CWB like non-work-related presenteeism and service sabotage.

Furthermore, it was observed from the results that in negative mood state, a decrease in self-control mechanisms particularly motivation and capacity, influenced the employees to engage in self-destructive behaviors like procrastination and capacity to delay gratification. In negative mood state, employees became irritable, lazy, or upset and to change their mood state; they procrastinated by deliberately wasting time at work, leaving essential tasks incomplete, or delayed starting their work early. Adding on, employees who experienced negative mood state preferred things that gave them an instant pleasure to get out of the said state without realizing any future consequences. They did so because negative mood had reduced their capacity to delay the gratification. The results of the study supported the previous work on negative mood and self-control failures (Tice & Bratslavsky, 2000).

Based on self-control theory, the findings specifically support the notion that negative mood of employees motivated them to procrastinate, which in turn triggered the non-work-related presenteeism that was perceived as a CWB. Procrastinating employees spent less time on performing any assigned task and utilized the job hours by engaging in activities like making calls to friends or family or talking with coworkers about personal issues. This finding has provided a new insight to the existing literature on the relationship between negative mood, procrastination, and non-work-related presenteeism.

The results of the study further surprised the researcher, as negative mood impaired the capacity of employees to delay gratification, but it further failed to trigger sabotage behavior in employees that was observed as deliberately slowing down the services or harming the interest of customers. This finding demands additional research on the specific CWB that are linked with the decrease in self-control capacity.

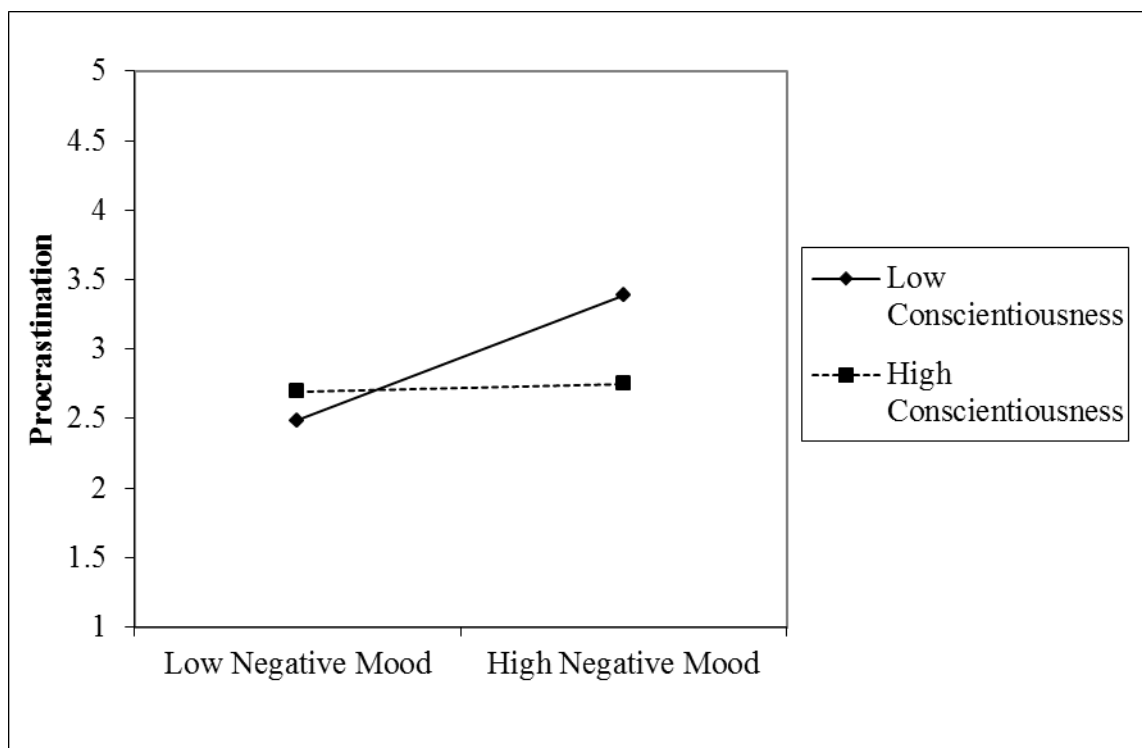


Figure 3: Moderation of Conscientiousness

Moreover, the findings also demonstrated that self-control motivation did not decrease in all individuals experiencing negative mood. It varies amongst individuals based on their personality traits. Conscientiousness is one such personality trait because of which individuals maintained their self-control motivation. Highly conscientious individuals were more organized, practical, careful while making any decisions. Due to these traits, highly conscientious individuals controlled their negative mood and avoided self-control failure. Thus, as shown in Figure 3, employees with high conscientiousness did not procrastinate when they faced situations that made them feel angry, sad, or cranky. The slope analysis provided additional support and showed that relationship between negative mood and procrastination is stronger when individuals have lower levels of conscientiousness as compare to individuals with higher levels of conscientiousness. The finding supports the earlier work on conscientiousness by highlighting it as an essential trait to maintain self-control (Chi et al., 2015).

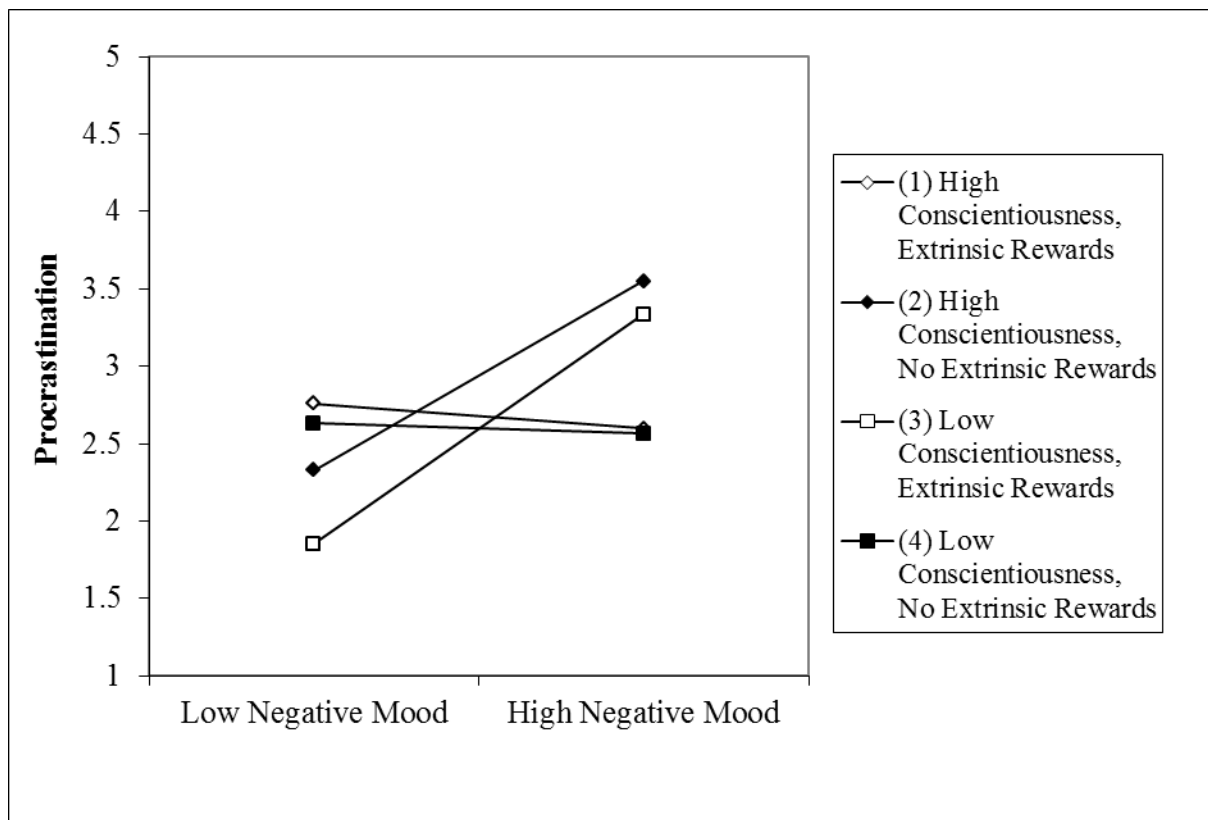


Figure 4: Combine Moderation of Conscientiousness and Extrinsic Rewards

As shown in Figure 4, the high conscientiousness individuals who worked in an environment where they were rewarded for putting best work effort, their likelihood to procrastinate under negative mood decreased more. Interestingly, the slope where employees are not conscientious and rewards are absent shows a downward inclination; indicating that under these conditions, employees are less likely to procrastinate while experiencing negative mood state. Moreover, the parallel slopes disclose that neither conscientiousness nor extrinsic rewards can work alone. In the presence of any one of these conditions, employees' self-control motivation will decrease. The combination of conscientiousness and extrinsic rewards keep the employees motivated at work and prevents self-control failure while experiencing negative mood. The findings further suggest that conscientiousness and extrinsic rewards both work best as a duo and offers long-term stability; the absence of any condition cannot yield the desired results.

5.2. THEORETICAL CONTRIBUTIONS

The current study has theoretically contributed to the understanding of negative mood and its consequences in the following ways. First, in addition to utilizing the self-control framework adopted by Chi et al. (2015), the study has explicitly measured the self-control motivation and capacity. It incorporated the behaviors resulting from the failure of these self-control components, i.e., procrastination and capacity to delay gratification, as the mediating variables in this study. Previously, researchers have only used self-control perspective as an over-arching theory, but this study has contributed in knowing the role of self-control components to examine how and when the negative mood of employees leads to CWB. The study also added that the decrease in each self-control component is due to negative mood which then leads to different CWB at the workplace.

Secondly, the current research gives a new relationship path by examining the link between negative mood and a relatively new CWB – non-work-related presenteeism, in the presence of procrastination as mediator. Initially, the construct of non-work-related presenteeism was given by D'Abate (2005), but till date, no work is done to explore its relationship with negative mood. Various studies in the past (for example, Tice & Bratslavsky, 2000) highlights that negative mood pushes the individuals to procrastinate by reducing their self-control motivation. Likewise, a study by Wan et al. (2014) shed light on the association between procrastination and non-work-related presenteeism. The researcher observed that procrastination might be associated with negative mood and non-work Presenteeism. The speculation certainly

holds true for the study. Hence, based on self-control framework, the study added a new insight to growing literature on negative and CWB.

A third contribution the study made is by examining the combined effect of conscientiousness and extrinsic rewards on the relationship between negative mood and procrastination. The study supports the notion that when employees with the right blend of personality trait are given some extrinsic rewards, they are least likely to procrastinate under extreme mood conditions. This research further backs the earlier studies by emphasizing that the duo of personality trait especially conscientiousness and extrinsic works best for motivating employees to perform better at work and for bringing long-term stability.

Lastly, this study utilized an experimental design and used two different mood induction procedures for manipulating the mood. Moreover, it is one of the few studies to measure service sabotage and non-work-related presenteeism by using an experimental design.

5.3. IMPLICATIONS

5.3.1 Theoretical Implications

The current study advances the literature on self-control framework, negative mood and its consequences in several meaningful ways. First, recent evidence shows that negative mood of employees causes increased levels of CWB (Yang & Diefendorff, 2009), fewer studies have discussed self-control failure as a prime reason for the existence of this relationship (Chi et al., 2015). This research conducted an experimental study, manipulated the mood, and as expected found that the individual's negative mood was not directly predicting non-work-related presenteeism and service sabotage. Negative mood increased non-work-related presenteeism when procrastination – self-defeating behavior resulted from a decrease in self-control motivation – was taken into consideration. Employee's self-control motivation helps them to control the negative feeling experienced at work and is decreased whenever they exert it to cope up with the mood state. Thus, the study not only examines the negative mood – non-work-related presenteeism relationship concerning self-control framework, it also shows that employees' in negative mood are more likely to have decreased motivation to self-control that forces them to back-off from the work activities.

Second, the study further advances the knowledge on self-control framework by relating procrastination and capacity to delay gratification with specific self-control mechanisms. Although researchers have discussed procrastination and delay in gratification under self-control theory to our knowledge, these self-defeating behaviors are not studied under different self-control mechanisms and as facilitators between individual's negative mood and CWB. The study highlight that procrastination is a motivational letdown, and results when there is a decrease in self-control motivation. On the other hand, delay in gratification is an individual's willpower and capacity to control the temptations and caused because of a decrease in self-control capacity.

Finally, by analyzing how personality traits associated with situational factors can harness the impact of negative mood on self-control motivation; the study exposes the magical duo of conscientiousness and extrinsic rewards. Highly conscientious individuals are focused, goal-directed, possess higher levels of motivation, and have fewer chances to be influenced by negative mood state. Therefore, under negative mood, they are less likely to procrastinate. Furthermore, extrinsic rewards are a vital source of maintaining the individual's motivation. Hence, individuals with high conscientiousness give their best at work, when provided with extrinsic rewards.

5.3.2 Practical Implications

Each employee has exposed to a myriad of negatives moods while working in an organization and is thereby an essential aspect of the work environment. The findings of the study show that when employees experience negative mood, they harm the organization and its members by engaging in several CWB. Therefore, it is crucial for the organization to know that “by what means” and “at what time” employees' negative mood results in CWB, and which factors can help the organization to reduce the impact of negative mood. The current research provides additional insights for the organization to reduce the harmful effects of employees' negative mood.

First, it is notable from the findings that highly conscientious employees can control the negative mood in a better way. Therefore, organizations should recruit employees with high levels of conscientiousness. For this purpose, an organization can use various selection tools, for example, personality tests. Second, the results highlight that rewards motivate the employees to perform better. Organizations may gain additional benefits by offering several extrinsic rewards to employees with high conscientiousness (Sung & Choi, 2009). Such employees can be rewarded for their exceptional work efforts in the form of bonuses or promotions. Additionally, organizations may reduce the chances of

self-control failure by providing employees with more comprehensive training on emotion management, which can help them to maintain their self-control motivation and capacity for a more extended period.

5.4. LIMITATIONS AND FUTURE DIRECTIONS

Just like any other study, current research also has some limitations. First, the subjects of both experimental studies were business students from two different universities. The researcher had to use this non-actual sample due to the non-accessibility to any service providing organization. Future research can overcome this limitation by researching a diversified organizational setting.

Second, the scale for service sabotage was not reliable enough as compare to the other variables. Previously, all studies have used the service sabotage scale to collect data from call centers or customer service department of banks. Although the items were adapted according to the study context, still measure can be developed to measure the variable in a different context.

Third, the study employed one experimental group with control design to both experiments. Future research conducted with a between-subjects experimental design having two different mood condition, i.e., positive and negative can generate more promising results. Factorial design can also be used for testing the moderating effects of conscientiousness and extrinsic rewards. Moreover, the subjects' mood was only measured after the manipulation. Upcoming studies on mood research can use both pre-test and post-test measures for yielding results that are more effective.

The present study has incorporated only two self-control mechanisms: motivation and capacity. The future researcher can consider using self-control resources (Chi et al., 2015) in addition to the other mechanisms. Additionally, more behaviors like procrastination and capacity to delay gratification, related to decreasing in self-control: motivation, capacity, and resources are needed to be explored. Finally, prospective studies can expand the hypothesized model by adding more moderators like social support, other personality traits, or more situational factors.

5.5. CONCLUSION

Negative moods are prevalent in organizations, and they cannot be ignored due to the threat that they impose on the performance of the organization and its members. It is vital for the researcher as well as practitioners to understand how and when negative mood harm the employees. Based on self-control framework, the study found that negative mood makes employees display destructive behaviors at work when there is a decrease in their motivation to self-control. The effects of negative mood can be mitigated by the exciting use of conscientiousness and extrinsic rewards. By and large, the piece of research elucidates the conditions under which attenuates the detrimental effects of negative mood.

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ANNEXURE A

CONSENT FORM - 1

Dear Participant,

I invite you to participate in a study for my Research. Your participation in this research project is *completely voluntary*. There are *no known risks* for participation beyond those encountered in everyday life. Your responses will remain *confidential* and anonymous. Data from this research will be used in aggregate/combined to enhance the knowledge.

I encourage you to participate in this project, please complete the two questionnaires as best as you can. The research will require about 30 to 40 minutes of your time. During this time, you will be shown some interesting video clips. I am sure you will find this study to be very enjoyable.

If you have any questions, you can ask now or later. If you wish to ask questions later, you may email me at *sameia.farhat@hotmail.com*.

Thank you for your assistance in this important research endeavor.

**I have read (or have been read) the above information regarding this research study.
I consent voluntarily to be a participant in this study**

Name: _____

Signature: _____

Date: _____

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ANNEXURE B

QUESTIONNAIRE - A1

Dear Participant,

This study attempts to understand *the role of contextual factors on individual's mood*. We assure that the responses to this questionnaire will be kept confidential. Your honest responses will help us gain a clear picture of the phenomenon. Thanks for your consent to participate in the study.

1. Personal Information	
a) Name:	b) Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
c) Age: <input type="checkbox"/> Below 20 <input type="checkbox"/> 21-25 <input type="checkbox"/> 26-30 <input type="checkbox"/> 31-35 <input type="checkbox"/> 36-40 <input type="checkbox"/> Above 40	
d) Education: <input type="checkbox"/> Under-graduate <input type="checkbox"/> Graduate <input type="checkbox"/> Post-graduate	

2. This section aims at knowing user reviews about different movie clips that you will be seeing in a while. The clips are selected from various movies. <i>Please answer the below questions after watching the clips.</i>								
Please provide your responses in Yes/No .	CLIP 1		CLIP 2		CLIP 3		CLIP 4	
	Yes	No	Yes	No	Yes	No	Yes	No
a. Have you seen the movie, from which the film clip was taken before?								
b. Do you know the title of the movie?								
c. Do you think someone is capable in knowing what the film is about solely based on this film clip?								
d. Is the sound too loud/quiet?								

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Please See The Next Questionnaire!

ANNEXURE C

QUESTIONNAIRE - B1

This survey is the continuation of the earlier input that you provided. Thank you for the precious time and cooperation.

Your Name Please: _____

1. This scale consists of a number of words that describe different feelings and emotions. Please indicate to what extent *you feel this way right now, that is, at the present moment.*

(Please only one number)

Feelings	Not at all	A little	Moderately	Quite a bit	Extremely
Irritable	1	2	3	4	5
Ashamed	1	2	3	4	5
Upset	1	2	3	4	5
Nervous	1	2	3	4	5
Scared	1	2	3	4	5

2. Bearing in mind your current feelings, please indicate whether each of the following describes you the most using the following 5-point scale

1 = Does not describe me well; 2 = Describes me slightly well;
 3 = Describes me well; 4 = Describe me quite well;
 5 = Describes me very well

(Please only one answer)

a) I do not want to perform the tasks that I had intended to do before	1	2	3	4	5
b) I will delay on starting work I have to do.	1	2	3	4	5
c) While preparing for some deadlines, I will waste time doing other things.	1	2	3	4	5
d) I will not shop for a birthday gift until the last minute.	1	2	3	4	5
e) I will not prefer to leave early for an appointment.	1	2	3	4	5
f) I will not take care of all the tasks I have to do before I settle down and relax for the evening.	1	2	3	4	5

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<p>3. Please read each set of statements carefully, and relate each statement to this course <i>i.e. Research Workshop</i>. Then tell which course of action you would be more likely to choose in the present mood state and the strength of that choice. Please place an “X” in front of that choice using the given scale.</p>	
<p>A. Go to a favorite concert, play, or sporting event and study less for this course even though it may mean getting a lower grade on an exam you will take tomorrow, OR B. Stay home and study to increase your chances of getting a higher grade.</p>	<p>Definitely choose A ____ Probably choose A ____ Probably choose B ____ Definitely choose B ____</p>
<p>A. Study a little every day for an exam in this course and spend less time with your friends, OR B. Spend more time with your friends and cram just before the test.</p>	<p>Definitely choose A ____ Probably choose A ____ Probably choose B ____ Definitely choose B ____</p>
<p>A. Miss several classes to accept an invitation for a very interesting trip, OR B. Delay going on the trip until the course is over.</p>	<p>Definitely choose A ____ Probably choose A ____ Probably choose B ____ Definitely choose B ____</p>
<p>A. Go to a party the night before a test for this course and study only if you have time, OR B. Study first and party only if you have time.</p>	<p>Definitely choose A ____ Probably choose A ____ Probably choose B ____ Definitely choose B ____</p>
<p>A. Spend most of your time studying just the interesting material in this course even though it may mean not doing so well, OR B. Study all the material that is assigned to increase your chances of doing well in the course.</p>	<p>Definitely choose A ____ Probably choose A ____ Probably choose B ____ Definitely choose B ____</p>
<p>A. Skip this class when the weather is nice and try to get the notes from somebody later, OR B. Attend class to make certain that you do not miss something even though the weather is nice outside.</p>	<p>Definitely choose A ____ Probably choose A ____ Probably choose B ____ Definitely choose B ____</p>
<p>A. Stay in the library to make certain that you finish an assignment in this course that is due the next day, OR B. Leave to have fun with your friends and try to complete it when you get home later that night.</p>	<p>Definitely choose A ____ Probably choose A ____ Probably choose B ____ Definitely choose B ____</p>
<p>A. Study for this course in a place with a lot of pleasant distractions, OR B. Study in a place where there are fewer distractions to increase the likelihood that you will learn the material.</p>	<p>Definitely choose A ____ Probably choose A ____ Probably choose B ____ Definitely choose B ____</p>
<p>A. Leave right after class to do something you like even though it means possibly not understanding that material for the exam, OR B. Stay after class to ask your instructor to clarify some material for an exam that you do not understand.</p>	<p>Definitely choose A ____ Probably choose A ____ Probably choose B ____ Definitely choose B ____</p>
<p>A. Select an instructor for this course who is fun even though he/she does not do a good job covering the course material, OR B. Select an instructor for this course who is not as much fun but who does a good job covering the course material.</p>	<p>Definitely choose A ____ Probably choose A ____ Probably choose B ____ Definitely choose B ____</p>

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4. <i>Imagine yourself as an employee</i> working in a company, Please indicate would you engage in each personal activity on work time using the 5-point scale	Never	Rarely	Sometimes	Most of the time	Always
a) Send or receive e-mail messages about home-related issues	1	2	3	4	5
b) Use the phone for home-related calls	1	2	3	4	5
c) Have discussions with coworkers, clients, or work acquaintances about home-related issues	1	2	3	4	5
d) Use the Internet for home-related issues	1	2	3	4	5
e) Send or receive e-mail messages about leisure-related issues	1	2	3	4	5
f) Use the Internet for leisure-related issues	1	2	3	4	5
g) Have discussions with coworkers, clients, or work acquaintances about leisure-related issues	1	2	3	4	5
h) Use the phone for leisure-related calls	1	2	3	4	5

5. <i>Imagine yourself as a frontline service worker dealing directly with the customers,</i> Please indicate the likelihood of being engaged in these types of behaviors on work time using the 5-point scale.	Never	Rarely	Sometimes	Most of the time	Always
a) Behaving negatively towards customers	1	2	3	4	5
b) Intentionally hurrying customers when you want to	1	2	3	4	5
c) Mistreating customers deliberately	1	2	3	4	5
d) Intentionally slowing down service when you want to	1	2	3	4	5
e) Ignoring service rules to make things easier for you	1	2	3	4	5

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Thank You So Much for Completing This Survey!

ANNEXURE D

CONSENT FORM - 2

Dear Participant,

I invite you to participate in a study for my Research. Your participation in this research project is *completely voluntary*. There are *no known risks* for participation beyond those encountered in everyday life. Your responses will remain *confidential* and anonymous. Data from this research will be used in aggregate/combined to enhance the knowledge.

I encourage you to participate in this project, please complete the two questionnaires as best as you can. The research will require about 30 to 40 minutes of your time. During this time, you might find yourself in an imaginary world, enjoying music. I am sure you will find this study to be very enjoyable.

If you have any questions, you can ask now or later. If you wish to ask questions later, you may email me at *sameia.farhat@hotmail.com*.

Thank you for your assistance in this important research endeavor.

**I have read (or have been read) the above information regarding this research study.
I consent voluntarily to be a participant in this study.**

Name: _____

Signature: _____

Date: _____

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ANNEXURE E

QUESTIONNAIRE - A2 (i)

Dear Participant,

This study attempts to understand *the impact of different daily life experiences on individual's mood*. We assure that the responses to this questionnaire will be kept confidential. Your honest responses will help us gain a clear picture of the phenomenon. Thanks for your consent to participate in the study.

1. Personal Information	
a) Name:	b) Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
c) Age: <input type="checkbox"/> Below 20 <input type="checkbox"/> 21-25 <input type="checkbox"/> 26-30 <input type="checkbox"/> 31-35 <input type="checkbox"/> 36-40 <input type="checkbox"/> Above 40	
d) Education: <input type="checkbox"/> Under-graduate <input type="checkbox"/> Graduate <input type="checkbox"/> Post-graduate	

1. Please use this list of <i>common human traits</i> to describe yourself as you see yourself now rather as you wish to be in the future. Please indicate as accurately as possible, how these traits describe you, using the 8-point scale.	Extremely inaccurate	Very inaccurate	Moderately inaccurate	Slightly inaccurate	Slightly accurate	Moderately accurate	Very accurate	Extremely accurate
Efficient	1	2	3	4	5	6	7	8
Organized	1	2	3	4	5	6	7	8
Prompt	1	2	3	4	5	6	7	8
Systematic	1	2	3	4	5	6	7	8
Thorough	1	2	3	4	5	6	7	8
Practical	1	2	3	4	5	6	7	8
Careful	1	2	3	4	5	6	7	8
Conscientious	1	2	3	4	5	6	7	8
Steady	1	2	3	4	5	6	7	8
Neat	1	2	3	4	5	6	7	8

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Please See The Next Questionnaire!

ANNEXURE F

QUESTIONNAIRE - A2 (ii)

Dear Participant,

This study attempts to understand *the impact of different daily life experiences on individual's mood*. We assure that the responses to this questionnaire will be kept confidential. Your honest responses will help us gain a clear picture of the phenomenon. Thanks for your consent to participate in the study.

To acknowledge your participation a “*Participation Certificate*” and “*5 Extra Marks*” in Research Workshop will be granted.

1. Personal Information	
a) Name:	b) Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
c) Age: <input type="checkbox"/> Below 20 <input type="checkbox"/> 21-25 <input type="checkbox"/> 26-30 <input type="checkbox"/> 31-35 <input type="checkbox"/> 36-40 <input type="checkbox"/> Above 40	
d) Education: <input type="checkbox"/> Under-graduate <input type="checkbox"/> Graduate <input type="checkbox"/> Post-graduate	

1. Please use this list of <i>common human traits</i> to describe yourself as you see yourself now rather as you wish to be in the future. Please indicate as accurately as possible, how these traits describe you, using the 8-point scale.	Extremely inaccurate	Very inaccurate	Moderately inaccurate	Slightly inaccurate	Slightly accurate	Moderately accurate	Very accurate	Extremely accurate
Efficient	1	2	3	4	5	6	7	8
Organized	1	2	3	4	5	6	7	8
Prompt	1	2	3	4	5	6	7	8
Systematic	1	2	3	4	5	6	7	8
Thorough	1	2	3	4	5	6	7	8
Practical	1	2	3	4	5	6	7	8
Careful	1	2	3	4	5	6	7	8
Conscientious	1	2	3	4	5	6	7	8
Steady	1	2	3	4	5	6	7	8
Neat	1	2	3	4	5	6	7	8

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Please See the Next Questionnaire!

ANNEXURE G

QUESTIONNAIRE - B2 (i)

This survey is the continuation of the earlier input that you provided. Thanks for your precious time and cooperation.

Your Name Please: _____

1. This scale consists of a number of words that describe different feelings and emotions. Please indicate to what extent *you feel this way right now, that is, at the present moment*.

(Please only one number)

Feelings	Not at all	A little	Moderately	Quite a bit	Extremely
Irritable	1	2	3	4	5
Ashamed	1	2	3	4	5
Upset	1	2	3	4	5
Nervous	1	2	3	4	5
Scared	1	2	3	4	5

2. Bearing in mind your current feelings, please indicate whether each of the following describes you the most using the following 5-point scale

1 = Does not describe me well; 2 = Describes me slightly well;
 3 = Describes me well; 4 = Describe me quite well;
 5 = Describes me very well

(Please only one answer)

a) I do not want to perform the tasks that I had intended to do before	1	2	3	4	5
b) I will delay on starting work I have to do.	1	2	3	4	5
c) While preparing for some deadlines, I will waste time doing other things.	1	2	3	4	5
d) I will not shop for a birthday gift till the last minute.	1	2	3	4	5
e) I will not prefer to leave early for an appointment.	1	2	3	4	5
f) I will not take care of all the tasks I have to do before I settle down and relax for the evening.	1	2	3	4	5

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Thank You So Much for Completing This Survey!

ANNEXURE H

QUESTIONNAIRE - B2 (ii)

This survey is the continuation of the earlier input that you provided. Thank you very much for being a part of this study.

To acknowledge your participation a “*Participation Certificate*” and “*5 Extra Marks*” in Research Workshop will be granted.

Your Name Please: _____

1. This scale consists of a number of words that describe different feelings and emotions. Please indicate to what extent <i>you feel this way right now, that is, at the present moment.</i> <div style="text-align: right;"><i>(Please <input type="checkbox"/> only one number)</i></div>					
Feelings	Not at all	A little	Moderately	Quite a bit	Extremely
Irritable	1	2	3	4	5
Ashamed	1	2	3	4	5
Upset	1	2	3	4	5
Nervous	1	2	3	4	5
Scared	1	2	3	4	5

2. <i>Bearing in mind your current feelings</i>, please indicate whether each of the following describes you the most using the following 5-point scale 1 = Does not describe me well; 2 = Describes me slightly well; 3 = Describes me well; 4 = Describe me quite well; 5 = Describes me very well <div style="text-align: right;"><i>(Please <input type="checkbox"/> only one answer)</i></div>					
a) I do not want to perform the tasks that I had intended to do before	1	2	3	4	5
b) I will delay on starting work I have to do.	1	2	3	4	5
c) While preparing for some deadlines, I will waste time doing other things.	1	2	3	4	5
d) I will not shop for a birthday gift till the last minute.	1	2	3	4	5
e) I will not prefer to leave early for an appointment.	1	2	3	4	5
f) I will not take care of all the tasks I have to do before I settle down and relax for the evening.	1	2	3	4	5

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Thank You So Much for Completing This Survey!