Workplace fun, organizational inclusion and meaningful work: an empirical study

Abstract

Purpose – This paper addresses nurses working in public hospitals in order to find out how workplace fun may affect their perception of both organizational inclusion and meaningful work. Moreover, and given the novelty of organizational inclusion (OI) and meaningful work, more specifically in the context of developing countries, the authors explore the relationship between OI and meaningful work.

Design/ methodology/ approach – A total of 360 questionnaires were collected from nurses in public hospitals in Egypt. The authors used SmartPLS 3 since it has less restrictions regarding complex models, non-normal data, small samples and is appropriate for higher-order constructs (Hair et al., 2017).

Findings – The findings show that workplace fun has positive effects on organizational inclusion and meaningful work for nurses. Moreover, organizational inclusion positively affects meaningful work for nurses.

Research limitations/ implications – This study focuses on a single sector (health care) in one country and addresses one job category (nurses). Future studies could consider other sectors in other countries, and other job categories to generalise the results.

Practical implications – The authors suggest that the administrations of public hospitals include workplace fun as a part of their values and strategies. This ensures a sustained policy for implementing fun activities (e.g. performance and recognition awards, social gatherings, etc.). Moreover, the sense of dignity and respect among nurses requires the effective adoption of organizational inclusion. This prompts the authors to ask why hospitals do not implement organizational inclusion, fun, and meaningfulness management units. Answering this question will have a positive impact on the performance, loyalty, commitment, and citizenship behaviour among nurses.

Originality/ value – This paper contributes to filling a gap in HR research in the health care sector, where empirical studies on the relationships between workplace fun, organizational inclusion, and meaningful work have been scarce or at least limited so far.

Keywords – workplace fun, organizational inclusion, meaningful work, nurses, Egypt

Paper type – research paper

1. Introduction

Given the turbulent changes in organizational contexts, including calls for profit maximisation, aggressive competition and the discourse on global recession, workplace fun has become more important than ever before (Burke & NG, 2006). Authors such as Owler et al. (2010), Plester and Hutchison (2016), and Chan and Mak (2016) highlight that this concept has started to receive considerable attention from business practitioners and companies such as IBM and Google, that not only document workplace fun among their organizational values but also promote it as a paradigm for enhancing organizational effectiveness. Karl and Peluchette (2006) highlight that workplace fun activities, which include, but are not limited to, recognition awards, parties, and social gatherings, not only fuel employee performance but also promote harmony in the workplace.

Plester (2009) asserts the complexity of the concept of workplace fun. Fluegge (2008) confirms that this multi-layered concept is continuously associated with pleasure, comfortableness, informality, curiosity, and sometimes play. Ford et al. (2003, p. 22) define workplace fun as "a variety of enjoyable and pleasurable activities that positively affect the attitude and productivity of individuals and groups".

Furthermore, Fluegge (2008, p. 15) view it as "any social, interpersonal or task activities at work of a playful or humorous nature which provides an individual with amusement, enjoyment or pleasure". For Plester and Hutchison (2016), workplace fun entails the following three forms: first, managed fun which reflects official deliberate fun that contributes to achieving strategic company objectives. Second, organic fun, which reflects fun that occurs intentionally or unintentionally among employees and often comes as a result for their interactions. And third, task fun, which reflects the enjoyable parts of job duties.

According to Bolton and Houlihan (2009), workplace fun is usually developed as a part of the HR strategies an organization adopts or sometimes creates as a managerial intervention. Chan (2010) elaborates that workplace fun can be guided by staff, managers or even the surrounding social context. Chan and Mak (2016) classify workplace fun into the following four types: fun as containment, fun as alleviation, fun as engagement, and fun as a developmental reward. Owler et al. (2010) assert the difficulty of addressing workplace fun academically because of the fact that the perception of workplace fun differs from one employee to another. What makes one person smile does not necessarily have to amuse or surprise others. Furthermore, the organizational culture differs from one organizational setting to another. Accordingly, empirical studies on workplace fun are considered a challenge by different academics and management scholars.

From another perspective, the workplace is really important in a person's life. Chen et al. (2018) indicate that working hours constitute at least one-third of daily life. Morin (2004) highlights that work is a liaison between an employee and his/her society and a mechanism through which he/she contributes to the betterment of the world. Work is vital not only because it provides a means of earning money, but also because it plays a role in the fulfilment of human needs by constituting status, ensuring human interaction and strengthening identity (Harpaz & Fu, 2002; Arnold et al., 2007). Arnold et al. (2007) affirms the importance of intrinsic work outcomes, such as the role of work in maintaining employee dignity. Sverko and Vizek-vidovic (1995) point out that work is essential to give us a sense of meaning and achievement. May et al. (2004) regard meaningfulness as an antecedent of the employee's emotional attachment to the workplace. Arnold et al. (2007) consider meaningful work as a motivator for work accomplishments and a solid buffer against hardships.

According to Steger (2017), meaningful work is part of organizational psychology and is presented as a subset of the need for self-actualisation proposed by Maslow (1943). Chalofsky (2003) indicates that the meaning of work differs from one person to another based on one's experiences. The concept of meaningful work has been referred to as "the degree to which the employee experiences the job as one which is generally meaningful, valuable and worthwhile" (Hackman & Oldham, 1975, p. 161). It is considered by May et al. (2004, p. 14) as "the value of a work goal or purpose, judged in relation to an individual's own ideas or standards". May et al. (2014, p. 652) indicate that it involves "physical welfare, complex work that provides opportunities for growth and self-expression, emotional engagement and financial security". Asik-Dizdar and Esen (2016, p.5) describe it as a "positive association between the work individuals engage in and the rewarding outcomes they receive such as happiness, efficacy, satisfaction, among others".

Given that both workplace fun and meaningful work are new to a range of Egyptian organizational settings, particularly public ones, and that studies on them are scarce in the Egyptian health care sector, the authors approached nurses in a number of public hospitals in Egypt seeking, first, to explore the effects of workplace fun on organizational inclusion and meaningful work. It should be noted that in the 2019 Global Competitiveness Report, which is prepared annually by the World Economic Forum, Egypt was recorded as one of the 20 worst countries in terms of ensuring and securing labour rights (http://www3.weforum.org/docs/WEF_TheGlobalCompetitivenessReport2019.pdf). Moreover, Egypt maintains an awful history in violating human rights, judicial independence and social inclusion. The remainder of this paper is structured as follows: the authors start with a literature review and presenting

their hypotheses, then, the study's design and results are presented, and lastly, the discussion, implications, and limitations and potential avenues for future research.

2. Literature review and hypotheses formation

2.1 Workplace fun

McDowell (2004), Warren and Fineman (2007), and Plester and Hutchison (2016) indicate that what constitutes fun for some organizational members may be perceived as silly for others. Moreover, a growing body of empirical studies shows a positive relationship between workplace fun and both creativity and employee morale (Holmes & Marra, 2002; Romero & Cruthirds, 2006). Martin (2001), Martin et al. (2003), and Mesmer-Magnus et al. (2012) indicate that both employee and leader humour positively correlate with employee health outcomes (e.g. stress), job satisfaction, and follower approval. Newstorm (2002), Guerrier and Adib (2003), and Ford et al. (2004, 2007) show that the implementation of workplace fun guarantees group cohesiveness, effective diversity management, job satisfaction, and quality of work life. Moreover, a growing number of studies address the association between workplace fun and employee creativity (Pryor et al., 2010), employee well-being (Karl & Peluchette, 2006), and employee performance (Stromber & Karlsson, 2009). Furthermore, Kar et al. (2005) examine the association between workplace fun and employee performance. Karl and Peluchette (2006) address its effect on employee well-being. Bolton and Houlihan (2009) elaborate that workplace fun continuously secures positive organizational outcomes such as job involvement and engagement.

2.2 Workplace fun and organizational inclusion

According to Berger (1997) and Holmes (2007), workplace fun is part of an organization's culture and its subsequent assumptions, values and artefacts. The pattern of fun differs from one context to another (Holmes and Marra, 2002). Furthermore, patterns of fun are usually transferred from one employee to another only through human interactions occurring in workplace settings (Plester, 2009). Both Handy (1993) and Plester (2009) indicate that the degree of formality an organization exercises and the organizational structure it maintains largely determine the level, scope, and paradigm of workplace fun. The latter can be created and/or introduced by managers and/or employees (Plester, 2009). Svebak (1974) finds that the sense of humour includes the ability to notice humorous stimuli, the tendency to appreciate the role of humour in one's life, and the ability to support and utilise the emotions associated with humour.

Noblet et al. (2006) and Morphet (2008) raise the question of whether workplace fun is applicable to public sector employees. Morphet (2008) elaborates that employees who serve the public sector are similar to those in the private sector regarding today's work challenges marked by anxiety, stress, and burnout. Morphet (2008) highlights that new governance structures, funding possibilities, and mechanisms of service delivery in the public sector have reframed the responsibilities, duties, and tasks of public servants. This may explain why concepts such as work-life balance, workplace happiness, and workplace fun have started to emerge in public administration literature (Mousa, 2018; Mousa et al., 2019). Accordingly, workplace fun is no longer seen as an optional extra but a priority in today's work life. However, some stakeholders consider spending on the fun and humour among public servants to be nothing more than a misuse of public funds (Baptiste, 2009).

Over the past two decades, the concept of organizational inclusion has become a trend in management research agenda (Mousa et al., 2020). Initially, it attracted researchers from different academic disciplines (Holck et al., 2016). Ylostola (2016) considers organizational inclusion as a revised view of some work-related concepts and/or behaviours such as in-out group favouritism, justice in the workplace and even diversity management. Jr and Kmec (2019) highlight that organizational inclusion remains a postponed dream at different workplaces despite the ongoing invitations to implement it. Previous literature (e.g. Mousa & Puhakka, 2020; Mor Barak, 2015; Daya, 2014) point out that it is not

only about demographic change, many Western governments have made considerable efforts over the last two decades to promote immigration and then launch educational programmes tailored to accelerate the integration of these immigrants into their new societies. Responsively, different organizations have included organizational inclusion as a part of their organizational strategies and/or values (Bilimoria et al., 2008). Mor Barak (2000, 2015) considers organizational inclusion as a make-up process through which the organization accepts, respects and appreciates dissimilarities among its staff and subsequently maintains a climate of equality, justice and neutral communication.

According to Mor Barak and Cherin (1998, p.48), organizational inclusion reflects "the degree to which employees feel a part of critical organizational processes such as access to information and resources, involvement in work groups and the ability to influence the decision-making process". Shore et al. (2011) describes organizational inclusion as a sense of belongingness an employee may experience in his or her workplace. In this vein, Daya (2014) assumes that workplace diversity and organizational inclusion are not similar even if they are used interchangeably by some authors. Daya (2014), further, elaborates that diversity reflects the visible (age, gender, etc.) and invisible (sexual orientation, income, etc.) differences that exist among individuals, whereas inclusion reflects the level of respect and appreciation toward such differences. The same is asserted by Kreitz (2008) and Roberson (2006), who indicate that diversity describes the demographic differences among individuals, whereas organizational inclusion represents the psychological attitudes toward such demographic differences. Mousa et al. (2020b), Lee et al. (2018), and Sabharwal (2014) indicate that adopting organizational inclusion entails employee feelings of involvement, loyalty, satisfaction, performance, workplace happiness and, subsequently, corporate profits.

In Welzel's theory of emancipation (2013), human empowerment is based on emancipative values (psychological stimulation) and civic entitlements (removal of institutional boundaries), among others. Initiating workplace fun reflects not only psychological stimulation but also a removal of institutional barriers – something that activates employee contributions to maintaining their organization's continuity through their sense of engagement and involvement. Therefore, it is hypothesized that:

- H1: Workplace fun has a positive effect on nurses' feeling of organizational inclusion.

2.3 Workplace fun and meaningful work

According to Michaelson (2008) and Ayers et al. (2008), the subjective view of meaningfulness is often perceived in terms of self-esteem, dignity, and economic status for the employee in meaningful work. Rosso et al. (2010) indicate that the four sources of meaningful work are i) the employee himself, ii) surrounding stakeholders, iii) work context, and iv) spiritual life, while Bailey et al. (2016) articulate that the four sources for creating meaningfulness are i) work tasks, ii) work role, iii) interactions with stakeholders, and iv) the organization the employee works in.

Rosso et al. (2010) and Bailey et al. (2016) distinguish between the meaning of work which yields a sense of something and meaningful work which is the degree to which one's work is significant and includes a positive contribution to the betterment of people and society. This justifies why some white-collar jobs may not be seen as meaningful to the holder and others, whereas some simple jobs, such as cleaning and catering might be perceived as meaningful for some people (Lips-Wiersma et al., 2016).

Steger et al. (2012) point out that meaningful work can be seen in terms of the following three dimensions: i) positive meaning in work, which reflects the extent to which the individual finds their work to have significance, ii) meaning making, which reflects the extent to which the employee believes that his work contributes to the betterment of humanity (people and society), and iii) greater good motivation, which reflects the extent to which the employee believes that his work only includes a positive contribution to humanity. Therefore, it is hypothesized that:

- H2a: Workplace fun has a positive effect on nurses' positive meaning.

- H2b: Workplace fun has a positive effect on nurses' meaning making through work.
- H2c: Workplace fun has a positive effect on nurses' greater good motivations.

2.4 Organizational inclusion and meaningful work

From another perspective, Castilla and Benard (2010) highlight that the implementation of organizational inclusion may sometimes entail opposite results. They suggest that undertaking inclusive work policies may discourage some employees from reporting biased, discriminatory, and negative prejudice towards women, disabled, and ethnic minorities. Thomas (2002) and Booysen (2007) posit that organizational inclusiveness, which is seen as a subset of the overall organizational strategy, is consistently viewed as a result of collaboration between senior management, human resources, and finance personnel.

Michaelson et al. (2014, p. 88) state that "in any society where work is unavoidable and necessary, meaningful work and research at the intersection of organization studies and business ethics can be an important catalyst to preserve and promote a just society that supports meaningful lines for its citizens". Therefore, many authors link meaningful work with related employee feelings and attitudes, such as job satisfaction (Steger et al., 2012), feelings of dignity (Morin, 2004), alleviation of stress (Britt et al., 2001), and increased morale (Britt et al., 2007). Steger et al. (2012) highlight that meaningful work is not about what work means to the employee, instead it describes the extent to which the employee believes that his/her work/job is significant and has a positive effect on people and society.

In Welzel's theory of emancipation (2013), human empowerment is mainly based on action resources (socio-economic capabilities), emancipative values (psychological stimulation), and civic entitlements (removal of institutional boundaries such as workplace discrimination, bias, and negative prejudice). Implementing organizational inclusion, which removes bias and workplace discrimination, may assist in supporting employee dignity, self-esteem and other feelings of meaningfulness. Therefore, it is hypothesized that:

- H3a: Organizational inclusion has a positive effect on nurses' positive meaning.
- H3b: Organizational inclusion has a positive effect on nurses' meaning making through work.
- H3c: Organizational inclusion has a positive effect on nurses' greater good motivations.

Figure 1 presents the research framework.

Figure 1. Research framework
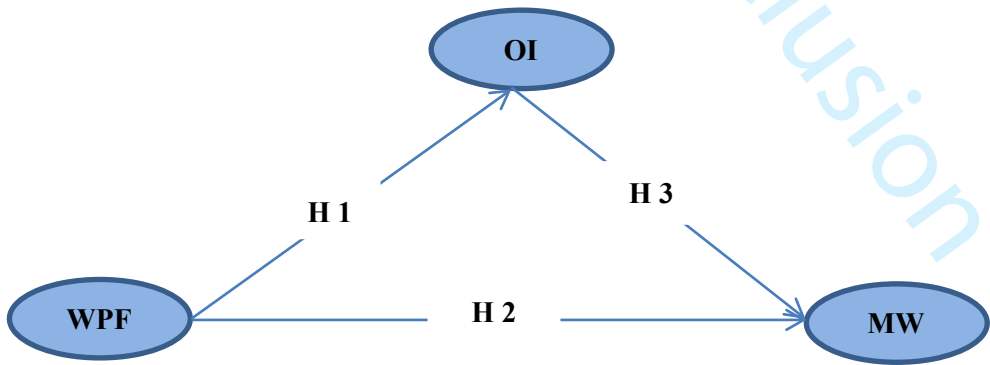
3. Research methodology

3.1 Sample

This study has collected data from nurses working in different public hospitals in Egypt. The authors distributed questionnaires after obtaining permission from the top managers in those hospitals. The authors collected 360 responses. The following table displays more information about the participants.

Table 1. Demographic characteristics of the respondents

Demographic Variables	Items	Total
Gender	Male	160
	Female	200
Age	below 25 years	40
	26–40 years	280
	More than 40 years	40
Work Basis	Full-time	355
	Part-time	5

3.2 Measures

All measures are adapted from previous studies (see Table 2). Previous literature indicates the multidimensional conceptualisation of meaningful work. The latter is composed of three first-order constructs that include i) positive meaning, ii) meaning making through work, and iii) greater good motivations (Steger et al., 2012).

Table 2. Measures

Construct	Items	Source
Work place fun	**WPF1:** Having fun at work is very important to me. **WPF2:** I prefer to work with people who like to have fun **WPF3:** I don't expect work to be fun – that's why they call it work. **WPF4:** Experiencing joy or amusement while at work is not important to me. **WPF5:** If my job stopped being fun, I would look for another job.	Karl et al. (2005)
Organizational inclusion	**OI1:** My hospital appreciates all employees regardless of their differences. **OI2:** My hospital respects the uniqueness of employees. **OI3:** My hospital treats all employees as insiders. **OI4:** I did not feel any discrimination while working at my hospital. **OI5:** My hospital recruits and develops all employees based on their qualifications. **OI6:** Equality, tolerance, and sameness are the main feature of my hospital.	Mousa (2019)

| Meaningful work (second-order construct) | **Positive meaning (first-order construct)**

PM1: I have found a meaningful career.
PM2: I understand how my work contributes to my life's meaning.
PM3: I have a good sense of what makes my job meaningful.
PM4: I have discovered work that has a satisfying purpose.

Meaning making through work (first-order construct)

MM1: I view my work as contributing to my personal growth.
MM2: My work helps me better understand myself.
MM3: My work helps me make sense of the world around me.

Greater good motivations (first-order construct)

GG1: My work really makes no difference to the world. (R)
GG2: I know my work makes a positive difference in the world.
GG3: The work I do serves a greater purpose. | Steger et al. (2012) |

4. Results

4.1 Assessment of the measurement model

To test the model, we used SmartPLS 3, which suitable since it is less restrictive regarding complex models, non-normal data, and sample size and is appropriate for higher-order models (Hair et al., 2017).

As shown in Table 3, all Cronbach's alphas, rho_A (ρ_A), and composite reliability values are above the threshold of 0.7, reflecting internal consistency and reliability (Hair et al., 2017). Moreover, all outer loadings have satisfactory values and are significant ($p < 0.001$) demonstrating indicator reliability (Hair et al., 2017). In addition, all AVE values are well above the threshold of 0.5, showing convergent validity. As shown in Table 3, the heterotrait-monotrait (HTMT) values are lower than the conservative threshold of 0.85 and statistically different from 1 (no sign changes option, bias-corrected and accelerated (BCa)) reflecting discriminant validity (Hair et al., 2017).

Table 3. Loadings, CA, ρA, CR, and AVE

	Load	CA	rho_A	CR	AVE		Load	CA	rho_A	CR	AVE
WPF		0.859	0.862	0.899	0.640	**PM**		0.843	0.848	0.895	0.681
WPF1	0.826*					**PM1**	0.784*				

WPF2	0.794*					**PM2**	0.864*			
WPF3	0.756*					**PM3**	0.839*			
WPF4	0.792*					**PM4**	0.812*			
WPF5	0.831*					**MM**		0.831	0.832	0.899	0.747
OI		0.846	0.856	0.886	0.564	**MM1**	0.860*			
OI1	0.792*					**MM2**	0.862*			
OI2	0.803*					**MM3**	0.871*			
OI3	0.711*					**GG**		0.823	0.825	0.894	0.738
OI4	0.760*					**GG1**	0.875*			
OI5	0.724*					**GG2**	0.858*			
OI6	0.713*					**GG3**	0.844*			

Notes: WPF = Workplace fun, OI = Organizational inclusion, PM = Positive meaning, MM = Meaning making through work, GG = Greater good motivations, * = significant (p < 0.001), Load = Loadings, CA = Cronbach's alpha, ρA = rho_A, CR = Composite reliability, and AVE = Average variance extracted.

Table 4. HTMT criterion

	GG	MM	OI	PM
MM	0.750 CI_{85} = [0.629; 0.855]			
OI	0.626 CI_{85} = [0.490; 0.753]	0.586 CI_{85} = [0.458; 0.698]		
PM	0.710 CI_{85} = [0.592; 0.805]	0.647 CI_{85} = [0.515; 0.759]	0.669 CI_{85} = [0.550; 0.773]	
WPF	0.738 CI_{85} = [0.650; 0.818]	0.734 CI_{85} = [0.640; 0.811]	0.837 CI_{85} = [0.732; 0.929]	0.730 CI_{85} = [0.642; 0.804]

Notes: WPF = Workplace fun, OI = Organizational inclusion, PM = Positive meaning, MM = Meaning making through work, and GG = Greater good motivations.

4.2 Assessment of the structural model

As shown in Table 4, workplace fun has positive and significant effects on organizational inclusion, positive meaning, meaning making through work, and greater good motivations ($\beta = 0.724$, CI = [0.619; 0.788], $\beta = 0.444$, CI = [0.287; 0.570], $\beta = 0.532$, CI = [0.388; 0.633], and $\beta = 0.495$, CI = [0.351; 0.612], respectively). Therefore, H1 and H2a–c are supported. In addition, organizational inclusion has positive and significant effects on positive meaning, meaning making through work, and greater good motivations ($\beta = 0.251$, CI = [0.126; 0.399], $\beta = 0.122$, CI = [0.017; 0.253], and $\beta = 0.177$, CI = [0.033; 0.322], respectively). Therefore, H3a–c are also supported.

To assess the model's in-sample fit, we calculate the R^2. The model explains 52.3%, 42.2%, 39.2%, and 40.3% of the variance in organizational inclusion, positive meaning, meaning making through work, and greater good motivations, respectively. Moreover, we assess the out-of-sample predictive power by using the PLSpredict procedure with 10 folds and 10 repetitions (Shmueli et al., 2019). The model has high predictive relevance since i) all the Q^2predict values (0.456, 0.289, 0.281, and 0.293 for organizational inclusion, positive meaning, meaning making through work, and greater good motivations, respectively) are well above zero, and ii) PLS-SEM has a better root mean square error (RMSE) / mean absolute error (MAE) for the indicators of positive meaning, meaning making through work, and greater good motivations compared to the linear model (LM) benchmark (see Table 5) (Shmueli et al., 2019).

Table 5. Results of the structural model

	β	95% BCa CI	
WPF → OI	0.724	[0.619; 0.788]	
WPF → PM	0.444	[0.287; 0.570]	
WPF → MM	0.532	[0.388; 0.633]	
WPF → GG	0.495	[0.351; 0.612]	
OI → PM	0.251	[0.126; 0.399]	
OI → MM	0.122	[0.017; 0.253]	
OI → GG	0.177	[0.033; 0.322]	
	R²		**Q²predict**
OI	52.3%		0.456
PM	42.2%		0.289

MM	39.2%		0.281
GG	40.3%		0.293

Notes: WPF = Workplace fun, OI = Organizational inclusion, PM = Positive meaning, MM = Meaning making through work, and GG = Greater good motivations.

Table 6. PLS predict assessment of manifest variables

	PLS-SEM		LM		PLS-SEM - LM	
	RMSE	MAE	RMSE	MAE	ΔRMSE	ΔMAE
PM1	1.901	1.465	1.906	1.471	-0.005	-0.006
PM2	1.775	1.320	1.780	1.332	-0.005	-0.012
PM3	1.812	1.346	1.836	1.368	-0.023	-0.022
PM4	1.846	1.408	1.864	1.432	-0.018	-0.023
MM1	1.888	1.438	1.891	1.448	-0.003	-0.010
MM2	1.882	1.414	1.890	1.423	-0.008	-0.009
MM3	1.871	1.402	1.872	1.420	-0.001	-0.018
GG1	1.863	1.429	1.867	1.444	-0.004	-0.015
GG2	1.849	1.410	1.864	1.416	-0.015	-0.006
GG3	1.976	1.528	1.990	1.536	-0.015	-0.008

Notes: PM = Positive meaning, MM = Meaning making through work, and GG = Greater good motivations.

5. Discussion

The results show that workplace fun has a positive effect on feelings of organizational inclusion among nurses. This is in line with Newstorm (2002) and Karl et al. (2007), who indicate that workplace fun stimulates group cohesiveness and effective management of diverse employees. The mechanism through which workplace fun is effectively implemented and subsequently satisfies employees relies to a great extent on the degree of formality organizations (hospitals in this case) exercise. This justifies why Welzel (2013), in his emancipation theory, indicates that the removal of structural barriers (bias and negative prejudice), secured through the adoption of organizational inclusion, constantly activates positive feelings and civic entitlement.

The results also show that workplace fun has a positive effect on the feeling among nurses that their work is meaningful. The authors think that the result is in line with emancipation theory (Welzel, 2013), which states that action resources (socio-economic capabilities) and emancipative values (psychological stimulation) play a role in shaping employee satisfaction and empowerment. Workplace fun, which is not only limited to recognition awards, parties and social gatherings (Karl & Peluchette, 2006), stimulates employee feelings of dignity, appreciation, and other intrinsic components of meaningful work articulated by May et al. (2004), Arnold et al. (2007) and Chen et al. (2018). This explains why workplace fun positively affects the sense of meaningful work. Furthermore, workplace fun can be organized by the management, employees, and/or built into task duties, which could be also said about meaningful work, as it mostly relies on the following four sources: employees, stakeholders, work context and spiritual life in order to be created (Rosso et al., 2010). The idea that meaningful work is more about connection and contribution on the one hand, and is seen as part of the need for self-actualisation on the other (Maslow, 1943) fuels the belief that workplace fun, which is associated with curiosity, pleasure and comfortableness, plays a role in developing and enhancing this meaningfulness.

Furthermore, the results show the positive effect of organizational inclusion on nurses' sense of meaningful work. Indeed, organizational inclusion reflects an invitation to effectively ensure justice, equality, and open neutral communication in different workplaces (Ylostola, 2016), and increases employee's feelings of respect, dignity, appreciation, and solidarity (Daya, 2014; Mor Barak, 2015; Mousa & Puhakka, 2019; Mousa et al., 2020). Such positive feelings among employees are what meaningfulness seeks to secure, as both Michaelson (2008) and Ayers et al. (2008) indicate that meaningful work mostly results in self-esteem, dignity, appreciation, and recognition.

6. Practical implications

Based on the results of the study, the authors recommend that public hospital administrations include workplace fun in the values and strategies of their hospitals. This involves an ongoing policy to manage fun activities (e.g. performance awards, recognition awards, social gatherings, etc.). Moreover, and as shown in the results, the sense of dignity and respect received by nurses requires the effective adoption of organizational inclusion. The authors therefore ask why the hospitals do not implement organizational inclusion, fun, and meaningfulness management units, which would positively impact the performance of their nurses and subsequently, their loyalty, commitment, and citizenship behaviour.

7. Theoretical contribution

In addition to the authors' attempt to focus on recent publications on workplace fun (Plester & Hutchison, 2016; Owler et al., 2010; Tews et al., 2012), meaningful work (Chen et al., 2018; Bailey et al., 2016; Steger et al., 2012) and organizational inclusion (Mousa et al., 2020; Mousa, 2020; Mousa & Puhakka, 2019), they employ emancipation theory, which addresses what the organization should secure to elicit psychological stimulation, removal of institutional barriers, and socio-economic capabilities by addressing the relationship between workplace fun, organizational inclusion, and meaningful work. This theory was first introduced by Welzel (2013) when addressing organizational inclusion. This paper is the first to use emancipation theory to explore the relationship between workplace fun and meaningful work. Consequently, this paper adds a further angle to Welzel's theory of emancipation (2013).

8. Conclusion

This study focused on nurses in Egyptian public hospitals and based on the statistical analysis of the data from collected questionnaire forms, the authors found that workplace fun has a positive effect on organizational inclusion and meaningful work among nurses. Moreover, organizational inclusion positively affects nurses' meaningful work.

9. Limitations and avenues for future research

This study has some limitations that should be taken into consideration. First, the study focuses only on nurses without considering physicians and administrators (working in the same hospitals). Second, the study focused on public hospitals without considering private ones. This limits the generalizability of the results. Future studies could test the model in private hospitals in order to gain a more in-depth insight regarding the relationship between the variables. Moreover, testing the same hypotheses in other organizational settings, such as universities, schools, and other commercial and not-for-profit organizations would improve our understanding of those organizational factors.

References

Alvesson, M. (2011), Interpreting Interviews, Sage, London.

Alvesson, M. and Kärreman, D. (2011), Qualitative Research and Theory Development, Sage, London.

Anthony-McMann, P.E., Ellinger, A.D., Astakhova, M. and Halbesleben, J.R. (2017), "Exploring different operationalizations of employee engagement and their relationships with workplace stress and burnout", Human Resource Development Quarterly, Vol. 28 No. 2, pp. 163-195.

Arnold, K.A., Turner, N., Barling, J., Kelloway, E.K. and McKee, M.C. (2007), "Transformational leadership and psychological well-being: the mediating role of meaningful work", Journal of Occupational Health Psychology, Vol. 12 No. 3, pp. 193-203.

Asik-Dizdar, O. and Esen, A. (2016), "Sensemaking at work: meaningful work experience for individuals and organizations", International Journal of Organizational Analysis, Vol. 24 No. 1, pp. 2-17.

Ayers, D. F., Miller-Dyce, C., & Carlone, D. (2008). Security, dignity, caring relationships and meaningful work: Needs motivating participation in a job-training program. Community College Review, Vol. 35 No. 4, pp. 257–276.

Bailey, C. and Madden, A. (2017), "Time reclaimed: temporality and the experience of meaningful work", Work, Employment and Society, Vol. 31 No. 1, pp. 3-18.

Bailey, C., Madden, A., Alfes, K. and Fletcher, L. (2017), "The meaning, antecedents and outcomes of employee engagement: a narrative synthesis", International Journal of Management Reviews, Vol. 19 No. 1, pp. 31-53.

Bailey, C., Madden, A., Alfes, K., Shantz, A., & Soane, E. (2016a). The mismanaged soul: Existential labor and the erosion of meaningful work. Human Resource Management Review. doi:10.1016/j.hrmr.2016.11.001.

Bailey, C., Yeoman, R., Madden, A., Thompson, M., & Kerridge, G. (2016b). A narrative evidence synthesis of meaningful work: Progress and a research agenda. Paper presented at the annual conference of the Academy of Management, Anaheim.

Bailey, K., Yeoman, R., Madden, A., Thompson, M. and Kerridge, G. (2016), "A narrative evidence synthesis of meaningful work: Progress and research agenda", In Academy of Management Proceedings, Vol. 2016, No. 1, p. 10608.

Baptiste, N.R. (2009), "Fun and well-being: insights from senior managers in a local authority", Employee Relations, Vol. 31 No. 6, pp. 200-612.

Becker, F. W. and Tews, M. J. (2016), "Fun activities at work: do they matter to hospitality employees?", Journal of Human Resources in Hospitality & Tourism, Vol.15 No.3, pp.279-296.

Becker, F.W. and Tews, M.J. (2016), "Fun activities at work: Do they matter to hospitality employees?', Journal of Human Resources in Hospitality & Tourism, Vol. 15 No. 3, pp. 279-296.

Berger, P.L. (1997), Redeeming Laughter: The Comic Dimension of Human Experience, Walter de Gruyter & Co., Berlin.

Bilimoria, D., Joy, S. and Liang, X. (2008), "Breaking barriers and creating inclusiveness: lessons of organizational transformation to advance women faculty in academic science and engineering", Human Resource Management, Vol. 47 No. 3, pp. 423-441.

Blau, P.M. (1964), Exchange and Power in Social Life, Wiley, New York, NY.

Bolton, S.C. and Houlihan, M. (2009), "Are we having fun yet? A consideration of workplace fun and engagement", Employee Relations, Vol. 31 No. 6, pp. 556-568.

Booysen and L. (2007), "Managing cultural diversity: a South African perspective", in April, K. and Shockley, M. (Eds), Diversity in Africa: The Coming of Age of a Continent, Palgrave Macmillan, New York, NY, pp. 51-92.

Britt, T.W., Adler, A.B. and Bartone, P.T. (2001), "Deriving benefits from stressful events: the role of engagement in meaningful work and hardiness", Journal of Occupational Health Psychology, Vol. 6 No. 1, pp. 53-63.

Britt, T.W., Dickinson, J.M., Moore, D., Castro, C.A. and Adler, A.B. (2007), "Correlates and consequences of morale versus depression under stressful conditions", Journal of Occupational Health Psychology, Vol. 12 No. 1, pp. 34-47.

Burke, R.J. and Ng, E. (2006), "The changing nature of work organisations: implications for human resource management", Human Resource Management Review, Vol. 16, pp. 86-94.

Castilla, E.J. and Benard, S. (2010), "The paradox of meritocracy in organizations", Administrative Science Quarterly, Vol. 55 No. 4, pp. 543-576.

Chalofsky, N. (2003), "An emerging construct for meaningful work", Human Resource Development International, Vol. 6 No. 1, pp. 69-83.

Chan, S. C. H. (2010), "Does workplace fun matter? Developing a useable typology of workplace fun in a qualitative study", International Journal of Hospitality Management, Vol. 29 No. 4, pp.720-728.

Chan, S.C.H. & Mak, W.M. (2016). Have you experienced fun in the workplace? An empirical study of workplace fun, trust-in-management and job satisfaction, Journal of Chinese human resources management, Vol 7 No.1, pp. 27-38.

Chen, S.J.; Wang, M.J. & Lee, S.H. (2018). Transformational leadership and voice behaviors: the moderating effect of employee perceived meaningful work. Personnel review, Vol. 47 No.3, pp. 694-708.

Cohen, A. (1992), "Antecedents of organizational commitment across occupational groups: a meta-analysis," Journal of Organizational Behavior, Vol. 13 No. 1, pp. 539-558.

Collinson, D. (2002), "Managing humour", Journal of Management Studies, Vol. 39 No. 3, pp. 269-289.

Daya, P. (2014), "Diversity and inclusion in an emerging market context", Equality, Diversity and Inclusion, Vol. 33 No. 3, pp. 293-308.

Daya, P. and April, K.A. (2014), "The relationship between demographic groups and perception of inclusion in a South African organization", South African Journal of Business Management, Vol. 45 No. 2, pp. 25-34.

Fineman, S. (2006), "On being positive: concerns and counterpoints", Academy of Management Review, Vol. 31 No. 2, pp. 270-291.

Fluegge, E.R. (2008), "Who put the fun in functional? Fun at work and its effects on job performance", unpublished doctoral dissertation, University of Florida, Gainesville, FL.

Ford, R.C., Mc Laughlin, F.S. and Newstrom, J.W. (2003), "Questions and answers about fun at work", Human Resource Planning, Vol. 26 No. 4, pp. 285-303.

Graham, M. W. and Messner, P. E. (1998), "Principals and job satisfaction", International Journal of Educational Management, Vol. 12 No. 5, pp. 196-202.

Guerrier, Y. and Adib, A. (2003), "Work at leisure and leisure at work: a study of the emotional labour of tour reps", Human Relations, Vol. 56 No. 11, pp. 1399-417.

Hackman, J.R. and Oldham, G.R. (1975), "Development of the job diagnostic survey", Journal of Applied Psychology, Vol. 60 No. 2, pp. 159-170.

Hair, J.F., Hult, G.T.M., Ringle, C.M. and Sarstedt, M. (2017), A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM), 2nd ed., Sage Publications, ThousandOaks, CA.

Handy, C. (1993), Understanding Organizations, Penguin, London.

Hofstede G, Hofstede GJ (2005). Cultures and organizations: software of the mind. McGraw Hill.

Holck, L., Muhr, S.L. and Villesèche, F. (2016), "Identity, diversity and diversity management", Equality, Diversity and Inclusion: An International Journal, Vol. 35 No. 1, pp. 48-64.

Holmes, J. (2007), "Humour and the construction of Maori leadership at work", Leadership, Vol. 3 No. 1, pp. 5-27.

Holmes, J. and Marra, M. (2002), "Having a laugh at work: how humour contributes to workplace culture", Journal of Pragmatics, Vol. 34 No. 2, pp. 1683-710.

Humberd, B.K., Clair, J.A. and Creary, S.J. (2015), "In our own backyard: when a less inclusive community challenges organizational inclusion", Equality Diversity and Inclusion: An International Journal, Vol. 34 No. 5, pp. 395-421.

Janicke-Bowles, S.H., Rieger, D. and Connor, W. (2019), "Finding meaning at work: The role of inspiring and funny YouTube videos on work-related well-being", Journal of Happiness Studies, Vol. 20 No. 2, pp. 619-640.

Jerez-Jerez, M.J. and Melewar, T.C. (2020), "The consequence of waiters' professional identity on passion for work and its effects on employee turnover: a qualitative approach", Qualitative Market Research: An International Journal.

JR, J.L.C. & Kmec, J.A. (2019). Organizational emphasis on inclusion as a cultural value and third-party response to sexual harassment, employee relations, vol. 4 No. 1, pp. 52-66.

Karl, K. and Peluchette, J. (2006), "Does workplace fun buffer the impact of emotional exhaustion on job dissatisfaction? A study of healthcare workers", Journal of Behavioral and Applied Management, Vol.7 No.2,pp.128-141.

Karl, K. and Peluchette, J. (2006), "How does workplace fun impact employee perceptions of customer service quality?", Journal of Leadership & Organizational Studies, Vol.13 No.2, pp.2-13.

Karl, K. and Peluchette, J. (2008), "Give them something to smile about: a marketing strategy for recruiting and retaining volunteers", Journal of Non-Profit & Public Sector Marketing, Vol. 20 No. 1, pp. 91-96.

Karl, K., Peluchette, J. and Harland, L. (2007), "Is fun for everyone? Personality differences in healthcare providers' attitudes toward fun", Journal of Health & Human Services Administration, Vol.29No.4, pp.409-447.

Karl, K., Peluchette, J., Hall, L. and Harland, L. (2005), "Attitudes toward workplace fun: a three sector comparison", Journal of Leadership & Organizational Studies, Vol.12 No.2,pp.1-17.

Karl, K., Peluchette, J., Hall, L. and Harland, L. (2005), "Attitudes toward workplace fun: a three sector comparison", Journal of Leadership and Organizational Studies, Vol. 12 No. 2, pp. 1-17.

Kreitz, P.A. (2008), "Best practices for managing organizational diversity", The Journal of Academic Librarianship, Vol. 34 No. 2, pp. 101-120.

Kvale, S. (1983), "The qualitative research interview – a phenomenological and a hermeneutical mode of understanding", Journal of Phenomenological Psychology, Vol. 14 No. 2, pp. 171-196.

Lamm, E. and Meeks, M.D. (2009), "Workplace fun: the moderating effects of generational differences", Employee Relations, Vol. 31 No. 6, pp. 613-631.

Le, H., Jiang, Z., Fujimoto, Y. & Nielsen, I. (2018). Inclusion and affective well-being: role of justice perceptions, personnel review, vol. 47 No. 4, pp. 805-820.

Lips-Wiersma, M. and Wright, S. (2012), "Measuring the meaning of meaningful work: development and validation of the comprehensive meaningful work scale (CMWS)", Group and Organization Management, Vol. 37 No. 5, pp. 655-685.

Lips-Wiersma, M., Wright, S., & Dik, B. (2016). Meaningful work: Differences among blue-, pink-, and white-collar occupations. Career Development International, Vol. 21 No.5, pp. 534–551.

Martin, R.A. (2001), "Humor, laughter, and physical health: methodological issues and research findings", Psychological Bulletin, Vol. 127 No. 4, pp. 504-19.

Martin, R.A., Puhlik-Doris, P., Larsen, G., Gray, J. and Weir, K. (2003), "Individual differences in uses of humor and their relation to psychological well-being: development of the Humor Styles Questionnaire", Journal of Research in Personality, Vol. 37 No. 1, pp. 48-75.

Maslow, A.H. (1943), "A theory of human motivation", Psychological Review, Vol. 50 No. 4, pp. 370-396.

May, D.R., Gilson, R.L. and Harter, L.M. (2004), "The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work", Journal of Occupational and Organizational Psychology, Vol. 77 No. 1, pp. 11-37.

May, D.R., Li, C., Mencl, J. and Huang, C.C. (2014), "The ethics of meaningful work: types and magnitude of job-related harm and the ethical decision-making process", Journal of Business Ethics, Vol. 121.

McDowell, T. (2004), "Fun at work: scale development, confirmatory factor analysis and links to organizational outcomes", unpublished doctoral dissertation, University of California, San Diego, CA.

Mesmer-Magnus, J.; Glew, D.J. & Viswesvaran, C. (2012). A meta-analysis of positive humor in the workplace, journal of managerial psychology, Vol. 27 No.2, pp. 155-190.

Mesmer-Magnus, J.R. and DeChurch, L.A. (2009), "Information sharing and team performance: a meta-analysis", Journal of Applied Psychology, Vol. 94, pp. 535-46.

Michaelson, C., Pratt, M. G., Grant, A. M., & Dunn, C. P. (2014). Meaningful work: Connecting business ethics and organizational studies. Journal of Business Ethics, Vol. 121 No.1, pp. 77–90.

Mor Barak, M.E. (2000), "The inclusive workplace: an ecosystems approach to diversity management", Social Work, Vol. 45 No. 4, pp. 339-353.

Mor Barak, M.E. (2015), "Inclusion is the key to diversity management, but what is inclusion?", Human Service Organizations Management, Leadership and Governance, Vol. 39 No. 2, pp. 83-88.

Mor Barak, M.E. and Cherin, D.A. (1998), "A tool to expand organizational understanding of workforce diversity: exploring a measure of inclusion-exclusion", Administration in Social Work, Vol. 22 No. 1, pp. 47-64.

Morin, E.M. (2004), "The meaning of work in modern times", 10th World Congress on Human Resources Management, Vol. 20, Rio de Janeiro, August.

Morphet, J. (2008), Modern Local Government, Sage Publications, London.

Mousa, M. & Puhakka, V. (2019). Inspiring organizational commitment: responsible leadership and organizational inclusion in the Egyptian health care sector, journal of management development, Vol. 38 No.3 , pp. 208-224.

Mousa, M. (2020), organizational inclusion and academics' psychological contract: can responsible leadership mediate the relationship?", equality, diversity and inclusion: an international journal, Vol. 39 No. 2, pp. 126-144.

Newstrom, J.W. (2002), "Making work fun: an important role for managers", SAM Advanced Management Journal, Vol. 67 No. 1, pp. 4-21.

Noblet, A.J., McWilliams, J., Teo, S.T.T. and Rodwell, J.J. (2006), "Work characteristics and employee outcomes in local government", International Journal of Human Resource Management, Vol. 17, pp. 1804-18.

Owler, K., Morrison, R. and Plester, B. (2010), "Does fun work? The complexity of promoting fun at work", Journal of Management and Organization, Vol. 16 No. 3, pp. 338-352.

Pelled, L.H., Ledford, J.G.E. and Mohrman, S.A. (1999), "Demographic dissimilarity and workplace inclusion", Journal of Management Studies, Vol. 36 No. 7, pp. 1013-1031.

Peluchette, J. and Karl, K.A. (2005), "Attitudes toward incorporating fun into the health care workplace", The Health Care Manager, Vol. 24 No. 3, pp. 268-275.

Plester, B. (2009), "Crossing the line: boundaries of workplace humour and fun", Employee Relations, Vol. 31 No. 6, pp. 584-99.

Plester, B. and Hutchison, A. (2016), "Fun times: the relationship between fun and workplace engagement", Employee Relations, Vol. 38 No. 3, pp. 332-350.

Plester, B. and Hutchison, A. (2016), "Fun times: The relationship between fun and workplace engagement", Employee Relations.

Plester, B.A. (2009), "Crossing the line: boundaries of workplace humour and fun", Employee Relations, Vol. 31 No. 6, pp. 584-599.

Plester, B.A. and Orams, M.B. (2008), "Send in the clowns: the role of the joker in three New Zealand IT companies", Humor International Journal of Humour Research, Vol. 21 No. 3, pp. 253-281.

Plester, B.A. and Sayers, J.G. (2007), "Taking the piss: the functions of banter in three IT companies", Humor International Journal of Humor Research, Vol. 20 No. 2, pp. 157-187.

Plester, B.A., Cooper-Thomas, H. and Winquist, J. (2015), "The fun paradox", Employee Relations, Vol. 37 No. 3, pp. 380-398.

Pradhan, S. & Jena, L.K. (2017). Effect of abusive supervision on employee's intention to quit and the neutralizing role of meaningful work in Indian IT organizations. International journal of organizational analysis, Vol. 25 No. 5, pp. 825-838.

Pryor, M. G., Singleton, L.P., Taneja, S. and Humphreys, J. H. (2010), "Workplace fun and its correlates: a conceptual inquiry", International Journal of Management, Vol.27 No.2, pp.294-302.

Raineri, N., Mejía-Morelos, J.H., Francoeur, V. and Paillé, P. (2016), "Employee eco-initiatives and the workplace social exchange network", European Management Journal, Vol. 34 No. 1, pp. 47-58.

Rieger, D., Reinecke, L. and Bente, G. (2017), "Media-induced recovery: The effects of positive versus negative media stimuli on recovery experience, cognitive performance, and energetic arousal", Psychology of Popular Media Culture, Vol. 6 No. 2, p. 174.

Rieger, D., Reinecke, L., Frischlich, L. and Bente, G. (2014), "Media entertainment and well-being—Linking hedonic and eudaimonic entertainment experience to media-induced recovery and vitality", Journal of Communication, Vol. 64 No. 3, pp. 456-478.

Roberson, Q.M. (2006), "Disentangling the meanings of diversity and inclusion in organizations", Group & Organization Management, Vol. 31 No. 2, pp. 212-236.

Romero, E.J. and Cruthirds, K.W. (2006), "The use of humor in the workplace", Academy of Management Perspectives, Vol. 20 No. 2, pp. 58-69.

Rosso, B. D., Dekas, K. H., & Wrzesniewski, A. (2010). On the meaning of work: A theoretical integration and review. Research in Organizational Behavior, Vol. 30, pp. 91–127.

Rosso, B.D., Dekas, K.H. and Wrzesniewski, A. (2010), "On the meaning of work: a theoretical integration and review", Research in Organizational Behavior, Vol. 30, pp. 91-127.

Roy, D. (1959), "'Banana time': job satisfaction and informal interaction", Human Organisation Studies, Vol. 18, pp. 158-168.

Ruck, K., Welch, M. and Menara, B. (2017), "Employee voice: an antecedent to organizational engagement?", Public Relations Review, Vol. 43 No. 5, pp. 904-914.

Sabharwal, M. (2014), "Is diversity management sufficient? Organizational inclusion to further performance", Public Personnel Management, Vol. 43 No. 2, pp. 197-217.

Saks, A.M. and Gruman, J.A. (2014), "What do we really know about employee engagement?" Human resource development quarterly, Vol. 25 No. 2, pp. 155-182.

Saks, M. and Adams, T.L. (2019), "Neo-Weberianism, professional formation and the state: Inside the black box", Professions and Professionalism, Vol. 9 No. 2.

Schaufeli, W.B., Bakker, A.B. and Salanova, M. (2006), "The measure of work engagement with a short questionnaire: a cross-national study", Educational and Psychological Measurement, Vol. 66 No. 4, pp. 701-716.

Schaufeli, W.B., Salanova, M., González-Romá, V. and Bakker, A.B. (2002), "The measurement of engagement and burnout: a two sample confirmatory factor analytical approach", Journal of Happiness Studies, Vol. 3 No. 1, pp. 71-92.

Shmueli, G., Sarstedt, M., Hair, J.F., Cheah, J.-H., Ting, H., Vaithilingam, S. and Ringle, C.M. (2019), "Predictive model assessment in PLS-SEM: guidelines for using PLSpredict", European Journal of Marketing, Vol. 53 No. 11, pp. 2322-2347.

Steger, M.F. (2017), "Creating meaning and purpose at work", in Oades, L.G., Steger, M.F., Fave, A.D. and Passmore, J. (Eds), The Wiley Blackwell Handbook of the Psychology of Positivity and Strengths-Based Approaches at Work, John Wiley and Sons, New York, NY, pp. 60-80.

Steger, M.F. and Dik, B.J. (2010), "Work as meaning: individual and organizational benefits of engaging in meaningful work", in Linley, A.P., Harrington, S. and Garcea, N. (Eds), Oxford Handbook of Positive Psychology and Work, Oxford University Press, New York, NY, pp. 131-142.

Steger, M.F., Dik, B.J. and Duffy, R.D. (2012), "Measuring meaningful work: the work and meaning inventory (WAMI)", Journal of Career Assessment, Vol. 20 No. 3, pp. 322-337.

Steger, M.F., Dik, B.J. and Shim, Y. (2010), "Measuring satisfaction and meaning at work", in Lopez, S.J. and C.R, S. (Eds), The Oxford Handbook of Positive Psychology Assessment, Oxford University Press, Oxford, pp. 1-11.

Stromberg, S., and Karlsson, J.C. (2009), "Rituals of fun and mischief: the case of the Swedish meatpackers", Employee Relations, Vol. 31 No. 6, pp. 632-647.

Svebak, S. (1974), "Revised questionnaire on the sense of humor", Scandinavian Journal of Psychology, Vol. 15, pp. 99-107.

Sverko, B. and Vizek-Vidovic, V. (1995), "Studies of the meaning of working: approaches, models, and some of the findings", in Super, D.E. and Sverko, B. (Eds), Life Roles, Values, and Careers: International Findings of the Work Importance Study, Jossey-Bass Publishers, San Francisco, CA, pp. 3-21.

Tan, K.L.; Lew, T.Y. & Sim, A.K.S. (2019). An innovative solution to leverage meaningful work to attract, retain and manage generation Y employees in Singapore's hotel industry. Worldwide hospitality and tourism themes, Vol. 11 No. 2, pp. 204-216.

Tanwar, K. and Prasad, A. (2016), "Exploring the relationship between employer branding and employee retention", Global Business Review, Vol. 17 No. 3, pp. 186S-206S.

Tews, M.J., Michel, J.W. and Allen, D.G. (2014), "Fun and friends: The impact of workplace fun and constituent attachment on turnover in a hospitality context", Human Relations, Vol. 67 No. 8, pp. 923-946.

Tews, M.J., Michel, J.W. and Bartlett, A. (2012), "The Fun damental Role of Workplace Fun in Applicant Attraction", Journal of Leadership & Organizational Studies, Vol. 19 No. 1, pp. 105-114.

Tews, M.J., Michel, J.W. and Bartlett, A. (2012), "The Fundamental role of workplace fun in applicant attraction", Journal of Leadership & Organizational Studies, Vol. 19 No. 1, pp. 105-114.

Tews, M.J., Michel, J.W. and Noe, R.A. (2017), "Does fun promote learning? The relationship between fun in the workplace and informal learning", Journal of Vocational Behavior, Vol. 98, pp. 46-55.

Thomas, A. (2002), "Employment equity in South Africa: lessons from the global school", International Journal of Manpower, Vol. 23 No. 3, pp. 237-255.

Van Manen, M. (1990), Researching Lived Experience: Human Science for an Action Sensitive Pedagogy, State University of New York Press, New York, NY.

Vuori, T., San, E. and Kira, M. (2012), "Meaningfulness-making at work", Qualitative Research in Organizations and Management: An International Journal.

Wang, Z. & Xu, H. (2019). When and for whom ethical leadership is more effective in eliciting work meaningfulness and positive attitudes: the moderating roles of care self-evaluation and perceived organizational support. Journal of business ethics, Vol. 156, pp. 919-940.

Wang, Z. and Xu, H. (2019), "When and for whom ethical leadership is more effective in eliciting work meaningfulness and positive attitudes: The moderating roles of core self-evaluation and perceived organizational support", Journal of Business Ethics, Vol. 156 No. 4, pp. 919-940.

Warren, S. and Fineman, S. (2007a), "'Don't get me wrong, it's fun here, but…' ambivalence and paradox in a 'fun' work environment", in Westwood, R. and Rhodes, C. (Eds), Humor, Work and Organization, Routledge, London, pp. 92-112.

Warren, S. and Fineman, S. (Eds) (2007b), Ambivalence and Paradox, Routledge, New York, NY.

Weick, K. (1989), "Theory construction as disciplined imagination", Academy of Management Review, Vol. 14 No. 4, pp. 516-531.

Welzel, C. (2013). Freedom rising: Human empowerment and the quest for emancipation. New York, NY: Cambridge University Press.

Welzel, C. (2014). Evolution, empowerment, and emancipation: How societies climb the freedom ladder. World Development, Vol. 64, pp. 33–51.

Yeoman, R. (2014), "Conceptualizing meaningful work as a fundamental human need", Journal of Business Ethics, Vol. 125 No. 2, pp. 235-251.

Ylostola, H. (2016), "Traces of equality policy and diversity management in Finnish work organizations", Equality Diversity and Inclusion: An International Journal, Vol. 35 Nos 7/8, pp. 415 - 428.