Work-Related Outcomes of Adaptive and Maladaptive Perfectionism among Employees of Advertising Agencies

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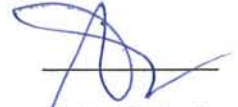
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INTRODUCTION

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In an organizational work place there are certain contributing factors towards the behavior of the employees. The behaviors exhibited often are solely due to the feelings or emotions of the employees which are either enhanced or concealed according to different mode of environment at work. These feelings and emotions are the main contributing factors influencing the work related outcome in relation to the attitudes of the employees which ultimately affects the performance of an employee in an organization. Positive and negative work related behaviors or attitudes includes job satisfaction, work motivation, work engagement, burnout, work related stress, spillover effect, turnover effect and organizational commitment. There are also other constructs influencing these work-related behaviors, such as, perfectionism, motivation, extraversion, conscientiousness, agreeableness and emotional stability.

As Tziner and Tanami (2013) said that when it comes to performing the tasks, various employees have been seen displaying unusually severe or neurotic behaviors. These excessive behaviors might be unfavorable for both, the employees and their organizations, though if handled well, might yet be major assets to the work environment. On the contrary, there are employees who are very much attached to their jobs that they get so profitably engaged in their tasks and ultimately emerge to be major assets to their organizations. Yet, the very elevated expectations of themselves (and of others) may eventually lead to harmful results for them and their supervisors.

Many researches and findings have been carried out on the affects of organizational behavior on work-related outcomes. These findings reflect that perfectionism is one of the chief contributing factors which influence the work-related outcomes like work motivation, engagement, burnout and stress. Previous studies indicate that positive and negative perfectionism lead some wanted and unwanted consequences on employees' vocational and social life (Kanten & Yesıltas, 2014). Perfectionism is the condition of achieving or determined for achieving perfectness or brilliance. Perfectionism at work place has its essential features highly enhancing

employees' performance at work either or not affecting factors like; work motivation, engagement or burnout. The essential feature of perfectionism is its multi-dimensional nature due to which it either supports the negative or the positive occupational outcomes.

The job-related outcomes like work engagement, motivation, productivity are positively related to perfectionism, therefore positive or healthy perfectionism enhances such outcomes. While unhealthy or negative perfectionism strengthens the negative outcomes like stress, burnout, fatigue, turnover, absenteeism related issues. These outcomes, either positive or negative built an overall performance of the employee, on which the success or failure of the employee as well as organization relies heavily.

The work engagement is a condition in which an employee is very much engrossed in his workings and it benefits the performance of an employee and an overall outcome of the organizations' success and it is attached to the normal or healthy type of perfectionism. Work engagement is enhanced with the affiliation of an employee towards his organization and work. If an employee is not very warmly attached to the environment of his job place then it gets difficult for him to get engaged properly into the work. Also the nature of work is an important element in engaging an employee to his work. If the work is not suitable to the temperament of the employee or it bores him simply then work engagement would be much lesser and ultimately it would affect the job of the employee.

The emotional exhaustion is the sub construct of burnout. Burnout is a state in which an employee is mentally and physically worn-out. It is a negative work related outcome and is discussed in the present study with relation to negative or unhealthy perfectionism. The emotional exhaustion is caused by many stressful conditions surrounding the employee at a work place. These stressors may be caused by work demand, work-load or any other internal causes of an employee.

The present study has been designed to explore the work-related outcomes of adaptive and maladaptive perfectionism among the employees of advertising agencies. The study basically focused on the work-related outcomes like work

engagement and emotional exhaustion and their relationship with adaptive and maladaptive perfectionism. Detailed description of the study variables adaptive perfectionism, maladaptive perfectionism, work engagement and emotional exhaustion is given in the following section.

Description of the first variable perfectionism of the present study is given below:

Perfectionism

Perfectionism is as a multi-diagnostic factor that is linked to numerous psychological disorders, stress and burnout (Egan, Wade, & Shafran, 2011). Formerly it has been defined by Burns (1980) as individuals whose values are towering past the reach or grounds, who take major tensions spontaneously and relentlessly regarding their unfeasible goals, also they figure out their own value wholly in terms of yield and accomplishment. For these people, the effort for excellence is self-defeating. A simpler definition is presented by Horney (1950) for perfectionism as the tyranny of the 'shoulds', making a person highly critical of his own conduct (Afshar et al., 2011).

Conversely, unorthodox views and current study suggests that perfectionism contains both positive and negative features and amusingly, there are more recent proofs due to psychometric and hypothetical stance that both types of perfectionisms prevail (Bieling, Israeli & Antony, 2004). They also supposed that perfectionism which leads to accomplishment of higher principles, and eventually rewards for achieving those principles possibly will not direct towards psychological pain. On the contrary, the maladaptive perfectionism is related to self-obstructive behaviors and negative underpinnings.

Furthermore perfectionism is gestated by Frost, Marten, Lahart, and Rosenblate (1990), as a complex as well as multidimensional construct which encompasses negative and comparatively more positive dimensions. Essential to perfectionism is the setting of high personal standards for performance and achievement (Shafran, Cooper, & Fairburn, 2002). It also indicates an extreme or compulsive ruthlessness in an individual's effort for perfection. Conversely, the idea

regarding perfectionism comprises both positive and negative aspects due to the multi-facet personality characteristic (Butt, 2010; Dykstra, 2006). Since many years it has been receiving much attention in personality psychology, although very minimum studies have investigated the effects of perfectionism in common workplaces (Beheshtifar, Mazrae-Sefidi, & NekoieMoghadam, 2011).

Characteristics of perfectionism. The clinicians such as Hamachek (1978) have well described particular characteristics of perfectionism. As he observed that people with perfectionism keep simmering in the emotional juices of their own brewing whether or not they are doing the task rightly. For brewers, the tasks that they take on do not translate into just doing their best but, rather, doing better than what have been done before. Even the best efforts of such people never really seem good enough to them, they are always eager for more. Such people demand of themselves a higher level of performance than is usually possible to attain. And this, of course, severely reduces their possibilities for feeling good about themselves. The grounds for these self-demanding; personally imposing principles are that they are motivated not so much by a desire for betterment, as they are by a fear of failure. Fear leads to avoidance behavior and avoidance behavior means that one must be constantly on the defense to avoid that fearful condition. Moreover, he stated that perfectionism in people establishes unreasonably high personal standards and may over-value performance and undervalue the self.

Hollender (1978) also gives thorough understanding of people with perfectionism. He points towards mental processes that retain perfectionism, such as selective attention according to which an individual constantly focuses more on wrong deeds rather than right ones, such individuals are so intent in keeping an eye on their defects or flaws that they live their life as though they are an inspector at the finish line of some patrolling. He also supposed that person with perfectionism sees himself as being judged by what he does, not for what he is, and such individuals engage in self-belittlement.

This characteristic dependence of self-evaluation on success in people with perfectionism is also highlighted by Burns (1980). He noted that perfectionist type of people set idealistically elevated standards, strictly stick to them, infer dealings in an imprecise manner, and describe themselves in terms of their capability of achieving set goals. He further stated that abnormal perfectionists are those who set standards past achievable, who firmly and gradually strive to achieve unattainable goals, and assess their own self-concept based on the consequences and effectiveness of their achievements.

Perfectionism is also defined as a multidimensional trait. During 1990s, a patterned shift occurred in perfectionism, which paid more attention towards the ordinary components of perfectionism. The idea that perfectionism can have positive values was first introduced by Hamachek (1978). He further recommended that perfectionism can be seen as two distinct, but linked traits: normal perfectionism and abnormal perfectionism. Normal perfectionists have an affirmative self-awareness, also they are thrilled with their skills and they appreciate themselves when they do their task successfully. Whereas the abnormal perfectionists have no proper self-awareness and they mostly degrade their abilities and cannot perform tasks properly.

Additionally, Hamachek (1978) discussed that the distinctive feature of normal perfectionists is that they set themselves achievable and realistic goals. Normal perfectionists are frequently able to attain the goals they situate. And thus they are more prone to be content with the constructive consequences resulted from setting realistic goals. These people are more likely to have intellectual mental health. They coordinate their strengths and weaknesses according to their efforts. On the contrary, abnormal perfectionists set unrealistic goals and they expect themselves to get unachievable performance. They are more worried about their shortcomings and instead of focusing on how to best achieve their tasks; they focus more on avoiding those tasks. Such people are anxious, cautious, confused, uneasy and emotionally exhausted even before starting their tasks. Also, they are not motivated by the satisfaction resulted from improvement and growth, but their main motivation is to avoid disappointment.

According to Stoeber and Yang (2010) the concept of perfectionism is the inclination to set unrealistic standards and evaluating individual's behavior based on those stern standards. In fact, self-oriented perfectionists have self-based perfectionistic values and trials, and they believe that it is very important that they be perfectly faultless and flawless. This also encompasses maintaining tremendously high standards for the society or the people in the surrounding and also evaluating their performance critically.

For the individuals who are more important to perfectionists, they set high standards for those people; perfectionistic expectations of parents for their children. Thus these standards lead towards blaming others and the feeling of disbelieve and resentment towards others. They also often experience paranoia, fear, isolation and marital or relationship problems more than other normal people (Hewitt & Flett, 1991). From among the sayings related to the scale for measuring this trait is anything that others do must be done with the highest level of quality. The belief that others set extremely high and unacceptable standards for a person is considered to represent this kind of perfectionism. Socially-prescribed perfectionists obligate themselves to follow such standards set by other people. In fact, these people believe that high pressure from others (family and society) is imposed on them to be perfect, and that achieving others' agreement is bound to being perfect and faultless (Stoeber & Yang, 2010).

From a cognitive perspective, this type of perfectionism may make an individual believe that he cannot meet others' expectations, that others' expectations are irrational and that those around him are always judging him negatively. Socially-prescribed perfectionism is a type of perfectionism which is connected with a need to earn and preserve an agreement from others, an external locus of control, self-criticism, over-generalization of disappointment, being criticized and negatively assessed by others, interpersonal high sensitivity, psychological maladjustment, and potential subtle and hostile personality characteristics (Hewitt & Flett, 1991).

Theoretical underpinnings of perfectionism. The researchers recommended that the normal or healthy type of perfectionism has been described as positive perfectionism. Therefore, the correlations with indicators of wanted outputs such as

positive relationships and positive workplace related attitudes and characteristics are ultimately positive. On the other hand, the perfectionism which it is associated with some unconstructive outcomes for example depression, worry, stress etc, is labeled as irrational, unhealthy, or maladaptive perfectionism (Besharat & Shahidi, 2010). According to previous literature, researchers recommended that the positive perfectionism merely has positive effect on work addiction, work engagement, gratification of job and accomplishments of an individual. Furthermore, it is affirmed that employees who are positively perfect have elevated levels of self-worth and self-efficacy, optimistic affects, more constructive family relationships and improved life contentment, mental and emotional happiness and commitment with work (Gnilka, Ashby, & Nobel, 2013; Haase, Prapavessis, & Owens, 2013; Mitchelson, 2009; Stoeber, Davis, & Townley, 2013; Tziner & Tanami, 2013).

A study was conducted by Hill (1997), in order to clear the conception of the construct of perfectionism which is surrounded by the group of the data measured by Big Five factor of personality: neuroticism, extraversion, openness, agreeableness, and conscientiousness (Costa & McCrae, 1990). They established the idea that self-conforming perfectionism relates with various aspects of conscientiousness, and inversely associates with the susceptibility aspect of neuroticism. Other-conforming perfectionism links more to self-assurance as well as competitiveness, though socially-suggested perfectionism connects only to neuroticism, especially with depression. Self-conforming perfectionism have great extent versatile outcomes while socially-suggested perfectionism have more lethally negative outcomes (Hill et al., 1997).

Developing hypothetical researches in this field, likewise recommend that this dissimilarity between positive and negative perfectionism are given some behavioral weightage. Positive perfectionism have less self-preventing behaviors in assessing positions, less stressful thoughts about performance on a chore, and less susceptibility to negative outcomes. Over previous decade the significance of the researches in the behavior construct in the domain of perfectionism has developed noticeably. As lately, in any case, scholars and specialists have started to recognize two particular kinds of perfectionism, one a maladaptive form that results in emotional distress and a

second form that is relatively benign, perhaps even adaptive (Bieling, Israeli, & Antony, 2004).

    Types of perfectionism. There are two main perfectionisms; Positive or optimistic and negative or inverse perfectionism and they are portrayed as one of the most salient emotional condition which distinguishes folks from one other and bring out few amalgamations in the lives of such people (Forghani, Ghafari, Shirangi, Ghandehari, & Emadzadeh, 2013). Positive perfectionism incorporates extreme state of individual norms and endeavoring bringing out the best in them, whereas inverse or negative kind of perfectionism includes people who worry more about committing errors, fear of critical analyses from others and terror of divergence of results from principles (Geranmayepour & Besharat, 2010).

    Both constructive and destructive perfectionism expect people to encompass elevated personal values according to the nature of work and conduct however peoples' reactions are unique or changed when they face disappointment. Perfectionists who are optimistic would experience lesser levels of sufferings when incapable of achieving the set elevated standards, on the other side the perfectionists who are pessimist practice more suffering or distress in that exact situation (Beauregard, 2012). Perfectionistic strivings and perfectionistic concerns relate reasonably and decidedly. Nevertheless, they demonstrate different examples of relationships with positive and negative results (Stoeber & Otto, 2006).

    With respect to the constructive form of perfectionism, researchers have concentrated on high personal standards as a center component of healthy perfectionism (Dunkley, Blankstein, Masheb, & Grilo, 2006). The mix of positive and negative features has been associated with personal standards of perfectionism. On the positive side, it has been linked with constructive affect (Chang, Watkins & Banks, 2004) and active coping styles (Dunkley, Blankstein, Halsall, Williams, & Winkworth 2000). On the negative side it has been associated with uneasiness (Dunkley et al. 2000), depression (Bieling et al. 2004), anxiety (Bieling et al. 2004; Hill et al. 2004), and negative affect (Dunkley et al. 2000).

Adaptive Perfectionism

As per Slaney, Rice, Mobley, Trippi, and Ashby (2001) high values and organization confine the essential and adaptive dimensions of perfectionism. An individual having high expectations for him or herself holds high values for their presentation. For an orderly person, neatness is important and he or she likes to be organized and disciplined. Efficiency, neatness, or association is fundamental to the description of perfectionism, most often in contrast with high principles. Adaptive perfectionists set high standards for themselves are prepared and are less cynical about their personal capacity to complete errands and do not respond to their mistakes in an extreme, pessimistic manner, are not harshly critical of their personal behavior, and their parents have high potential of them.

A constructive perfectionist is determined for his encouraging reinforcements, such as elevated persons' own worth and righteousness; these types of people have more practical outlooks to the things. According to behaviorist viewpoint, the behaviors of such perfectionists are optimistically supported through admiration, acknowledgment, or through the sentiment of achievement. The powerful effort is placed for gaining the achievements, but failure in achieving such success results into more positive behaviors, such as changing values or standards, striving with zeal and zest on any such task (Hamachek, 1978).

The first feature has been recommended to incarcerate the more adaptive and positive feature of perfectionism associated with perfectionistic striving and having high personal standards (Stoeber, Chesterman, & Tarn, 2010; Stoeber, Hutchfield, & Wood, 2008). This positive dimension has been shown to be associated to positive affect and not related to depression (Frost et al., 1993). The characterization of optimistic type of perfectionism is mainly by high self-prescribed values but lower concern of creating problems (McArdle, 2010). Perfectionism is interrelated to positive outcomes more optimistically making it adaptive perfectionism (Ashby & Rice, 2002; Stoeber & Rambow, 2007), whereas linked to harmful outcomes very negatively known to be maladaptive perfectionism (Hill, Hall, & Appleton, 2010).

Maladaptive Perfectionism

Slaney et al. (2001) characterized the negative facet of perfectionism as the idea of inconsistency that alleged inconsistency between individual's actual performance and the standards an individual has for himself. Fear of failure is the basic driving source for a negative perfectionist.

From a behaviorist point of view, negative reinforcement of the behavior of a negative perfectionist occurs by exclusion of avoidant stimuli, for example mockery, self-interests, disgrace and condemnation. Pessimistic types of perfectionists struggle hardly for idealistically lofty objectives and they have unrealistically elevated standards. Being pushy for such impractical goals ultimately results in disappointment, leading towards absolutely ruminating feelings such as worry, despair, insufficiency, also escaping activities (Burns, Dittmann, Nguyen, & Mitchelson, 2000; Hamachek, 1978; Terry-Short, Owens, Slade, & Dewey, 1995).

The perfectionism relate to negative and pathological facets due to critical personal evaluations of an individual's performance and feelings of inconsistency between his performance and outcomes (Stoeber & Rennert, 2008; Stoeber & Yang, 2010). This aspect has been found to positively relate with depression and negative affect also negatively associate with self-esteem (Rice, Ashby & Slaney, 1998).

According to Luo, Wang, Zhang, Chen, and Quan (2016) perfectionism which is characterized as negative is either portrayed by distress over mistakes or constant doubts regarding the dealings of an individual, generally approved perfectionism, forceful pressure to become perfect, feelings of disappointment due to difference between expectations and outcomes, and reacting depressively towards personal imperfections. Maladaptive perfectionists are always in huge effort to stay away from weakness or failure, and always want to make use of depressive coping styles. This infers why maladaptive perfectionism shows inverse relationships with various negative and positive outcomes.

Model of perfectionism. According to the overview given by Smith, Saklofske, Yan, and Sherry (2015) of the 2x2 model of perfectionism; claims the interaction between perfectionistic strivings and perfectionistic concerns which differentiates four dispositional within-person combinations of perfectionism: non-perfectionism (low perfectionistic strivings and low perfectionistic concerns), pure personal standards perfectionism (high perfectionistic strivings and low perfectionistic concerns), pure evaluative concerns perfectionism (low perfectionistic strivings and high perfectionistic concerns), and mixed profile perfectionism (high perfectionistic strivings and high perfectionistic concerns).

As Stoeber (2012) notes, the cornerstone of the 2x2 model is its assertion that mixed profile perfectionism is related to 'better' outcomes than pure evaluative concerns perfectionism. In contrast, the tripartite model of perfectionism (Rice & Ashby, 2007; Stoeber & Otto, 2006) claims the interaction between perfectionistic strivings and perfectionistic concerns differentiates three dispositional within-person combinations of perfectionism: healthy perfectionism (high perfectionistic strivings and low perfectionistic concerns), unhealthy perfectionism (high perfectionistic strivings and high perfectionistic concerns), and non-perfectionism (low perfectionistic strivings). According to this model, perfectionistic strivings are only adaptive in the presence of low perfectionistic concerns. In the presence of high perfectionistic concerns, perfectionistic strivings are maladaptive. That is, the tripartite model contends that maladaptive perfectionism is related to worse outcomes than non-perfectionism (Stoeber, 2012).

Work-related outcomes of perfectionism. According to Stoeber and Damian (2016) the work engagement and burnout are basic variables in occupational and organizational psychology research on employee health and well-being. Perfectionism is a personality disposition predicting individual differences in work engagement and burnout (specifically emotional exhaustion). Furthermore a study conducted by Flaxman et al. (2018) showed that perfectionistic concerns were indirectly negatively associated with sleep quality and work day functioning via the tendency to worry and ruminate about work. In contrast, perfectionistic strivings were

indirectly positively associated with work day engagement via the propensity to experience positive thoughts about work during evening leisure time.

Most research has examined perfectionism in relation to psychopathology and psychological dysfunction in the clinical domain, our knowledge of perfectionism in the workplace is relatively limited. However, albeit few in number, studies involving work-related outcomes indicate that perfectionism is a personality characteristic that warrants further investigation in the work context due to its important implications for employees and organizations, especially in terms of achievement, health, and well-being. More specifically, researchers have begun to view perfectionism as a contributing factor in important workplace outcomes such as performance, strain, burnout, and engagement, which are also the focus of this study. Strain is an occupational outcome argued to be one of the main causes of absenteeism (Darr & Johns, 2008) costing organizations millions of dollars every year lost working days and loss of productivity. Burnout, described as a psychological condition caused by unrelieved work strain (Maslach, 1982), comprises exhaustion (which refers to the depletion of emotional resources), cynicism (which reflects an indifferent or distant attitude to work), and reduced efficacy (which is characterized by feeling incompetent and unable to solve work-related problems). Burnout has also been related to absenteeism, as well as workaholism, physical symptoms, depression, alcohol and drug abuse, and marital and family problems (Maudgalya, Wallace, Daraiseh, & Salem, 2006).

Conversely, engagement is defined as a positive, fulfilling, work-related state of mind characterized by vigor which is described as the energy an employee invests in work and experiences when working, dedication which is described as the sense of significance, enthusiasm, inspiration and pride an employee experiences with regard to their work, and absorption which refers to being happily engrossed in one's work (Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002). Engagement has been associated with higher levels of psychological well-being, organizational commitment, and lower levels of turnover (Atridge, 2009).

Past research investigating how perfectionism relates to performance, strain, burnout, and engagement has focused on perfectionism mainly as a negative trait (Hewitt et al., 2003). According to this view, perfectionists are goal-oriented individuals who are characterized by striving for flawlessness and setting of excessively high standards, accompanied by a tendency for overly critical evaluations of one's behavior. Therefore, it is not surprising that perfectionism has been linked to higher performance in several domains including athletic, artistic, and scholastic (Fairlie & Flett, 2003).

Furthermore, it is plausible to expect perfectionists to have higher job performance than non-perfectionists based on their higher scores on both reasoning tests and work sample tests typically used for personnel selection (Stoeber & Kersting, 2007). On the other hand, perfectionists' tendency to be over-critical of their own behaviors and performance (Flett & Hewitt, 2002) might make them more vulnerable to strain and burnout (Stoeber & Rennert, 2008). Both self-oriented perfectionism and socially prescribed perfectionism have been related to higher levels of strain and burnout in clinical, non-clinical, and work samples (Mitchelson, 2009), although self-oriented perfectionism has been linked to lower levels of strain and burnout as compared to socially prescribed perfectionism in several studies.

Finally, only one study (Childs & Stoeber, 2012) has investigated how perfectionism relates to engagement in the workplace, finding that self-oriented perfectionists tend to be more engaged at work compared to socially prescribed perfectionists.

Work Engagement

It is drastically known as optimistic, satisfying, work-related state of mind that is characterized by vigor, dedication, and absorption (Schaufeli et al., 2002). Rather than a temporary and specific state, engagement refers to a more constant and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behavior. Vigor is characterized by high levels of energy and mental elasticity while working, the willingness to invest effort in one's work, and diligence even in the face of difficulties. Dedication refers to being strongly involved in one's

work and experiencing a sense of significance. Absorption is characterized by being fully concentrated and happily immersed in one's work, whereby time passes rapidly and one has difficulties with flaking oneself from work (Simpson, 2009).

In contrast to burnout and boredom, everyday connotations of engagement are positive in nature. It is related with involvement, commitment, passion, enthusiasm, focused effort and energy. In a similar way, work engagement is also considered as emotional involvement or commitment and the state of being in gear to get the job done. In the academic literature work engagement is either considered as the positive antithesis of burnout or as a distinct concept in its own right. According to the first meaning engagement is referred to energy, involvement and perceived efficacy. In fact, they are the direct opposites of the three burnout dimensions (Leiter & Maslach, 2003). Put differently, burnout is seen as an erosion of engagement; energy turns into exhaustion, involvement turns into cynicism and perceived efficacy turns into ineffectiveness. By implication, engagement is assessed by the opposite pattern of scores on the three dimensions of the MBI: low scores on exhaustion and pessimism, and sky-scraping scores on professional efficacy.

The other main factor in defining engagement is its conceptualization as a state versus as a trait. Most of the research conceptualizes engagement as a relatively stable individual difference variable that varies among persons (Schaufeli & Salanova, 2007). However, recent research has indicated that engagement is subject to moderate day-level fluctuations around an average level (Sonnentag, 2003).

Kahn (1990) proposed that personal engagement represents a state in which employees bring in their personal selves during work role performances, investing individual energy and experiencing an emotional connection with their work. Work engagement is basically a motivational concept that represents the active allotment of personal resources toward the tasks associated with a work role (Rich, Lepine, & Crawford, 2010). Work engagement concerns the self-investment of personal resources in work. That is, engagement represents a harmony among physical, emotional, and cognitive energies that individuals bring to their work role.

Factors contributing to work engagement. It is determined by both environmental and individual factors (Hobfoll, 1989). Personal resources are positive self-evaluations that are linked to resiliency and refer to individuals' sense of their ability to control and impact upon their environment successfully (Hobfoll, Johnson, Ennis, & Jackson, 2003). As such, personal resources (a) are efficient in achieving goals, (b) protect from threats and the associated physiological and psychological costs, and (c) inspire personal growth and development. It has been shown that positive self-evaluations related strongly to various aspects of work-related well-being (e.g., job satisfaction; Judge, Van Vianen, & De Pater, 2004). The reason for this is that the higher the personal resources, the more positive individuals' self-regard. In turn, it is likely that individuals experience high levels of accordance between the goals they set and their capabilities (Judge, Bono, Erez, & Locke, 2005). Individuals with such goal self-concordance are essentially motivated to pursue their goals and as a result they trigger satisfaction (Luthans & Youssef, 2007).

Engaged employees are more energetic, are passionate about their work and they are often fully engrossed in their job so that time flies (Macey & Schneider, 2008). Research has shown that the concept of work engagement can be reliably measured (Schaufeli, Bakker, & Salanova, 2006), and that it can be discriminated from related concepts like workaholics (Schaufeli, Taris, & Van Rhenen, 2008), job involvement, and organizational commitment (Hallberg & Schaufeli, 2006). Importantly, recent studies have indicated that engagement related positively to customer satisfaction (Salanova, Agut, & Peiró, 2005), in-role performance (Schaufeli, Taris, & Bakker, 2006), and financial returns (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009).

Engagement, as we have conceptualized it, focuses on work performed at a job and represents the eagerness to dedicate physical, cognitive, and emotional resources to this work. As Kahn (1990) suggested, an engaged individual is one who approaches the tasks associated with a job with a sense of self-investment, energy, and passion, which should translate into higher levels of in-role and extra-role performance.

Engaged employees tend to demonstrate pro-activity and high personal inventiveness and high levels of motivation to acquire knowledge. In general, this engagement is likely to enhance employees' output and the vital achievement of the organization, (Tanami & Tziner, 2013). Christian, Garza and Slaughter (2011) defined work engagement as a relatively long-term state of mind referring to the immediate investment of personal energies in the experience or performance of work.

Theoretical framework of work engagement. Engagement has also been analyzed as feeling responsible for and committed to superior job performance (Britt, 2003), and on the basis of their narrative review of the literature, Macey and Schneider (2008) described engagement as a broad construct consisting of state, trait, and behavioral forms that signify a blend of affective energy and discretionary effort directed to one's work and organization. There are approximately four reasons why engaged workers perform better than non-engaged workers. Engaged employees often experience positive emotions, including happiness, joy, and enthusiasm; experience better health; create their own job and personal resources; and transfer their engagement to others.

Engaged employees often experience positive emotions, including happiness, joy, and enthusiasm; experience better health; create their own ideas and personal resources; and transfer their engagement to others. Recent research has shown that engaged employees often tend to have positive emotions (Schaufeli & Rhenen, 2006), and this may be one of the reasons why they are more creative. Happy people are more sensitive to opportunities at work, more outgoing and helpful to others, and more confident and optimistic (Cropanzano & Wright, 2001).

According to the broaden-and-build theory of positive emotions (Fredrickson, 2001), certain positive emotions including joy, interest and gratification, all share the capacity to broaden people's momentary thought – action repertoires and build their personal resources (ranging from physical and intellectual resources to social and psychological) through widening the array of thoughts and actions that come to mind. For instance, joy broadens resources by creating the urge to play and be creative. Interest, another positive emotion, fosters the desire to discover, understand new

information and experiences and grow. Evidence for the broadening hypothesis has been reported by Fredrickson and Branigan (2005) and by Isen (2000). Accordingly, positive affect produces a broad and flexible cognitive organization as well as the ability to assimilate diverse material. Good health Research suggests that engagement is directly proportional to better health, and this would imply that engaged workers are better able to perform well. Schaufeli et al. (2006) have shown that engaged workers report less psychosomatic complaints than their non-engaged counterparts.

Similarly, Demerouti, Bakker, De Jonge, Janssen, and Schaufeli (2001) found restrained negative correlations between engagement (particularly vigor) and psychosomatic health complaints (e.g. headaches, chest pain). In addition, Hakanen, Bakker, and Schaufeli (2006), in their study among Finnish teachers showed that work engagement is positively related to self-rated health and workability. Further, Schaufeli and Bakker (2004) found in their study among four different Dutch service organizations that busy workers experience less from, for example, self-reported headaches, cardiovascular problems, and stomach aches. Shirom (2003) has also argued that vigor is positively related to mental and physical health.

However, the research has failed so badly in finding evidence for a link between engagement and physiological indicators, including the stress hormone cortisol (Langelaan, Bakker, Van Doornen, & Schaufeli, 2006) ability to mobilize resources. One important reason why engaged worked are more creative may be their ability to create their own resources. Research with Fredrickson's (2001) broaden-and-build theory has shown that temporary experiences of positive emotions can build stable psychological resources and trigger upward spirals toward emotional well-being. Positivity not only makes people feel good in the current time, but also feel good in the future (Fredrickson & Joiner, 2002). There is indeed evidence for an upward spiral of work engagement and resources. Interest in employee engagement as grown along with the rising popularity of the positive movement in organizational behavior and its stresses upon promoting affirmative rather than merely preventing negative psychological states (Avey, Luthans, & Youssef, 2010).

In a similar context, Sy et al. (2005) found that when bosses were in a positive (vs. negative) mood, individual team members experienced more positive and less negative mood. The researchers also found that groups with leaders in a positive mood exhibited more coordination and expended less effort than did groups with leaders in a negative mood. In addition, according Bakker et al. (2006) engaged workers who communicated their optimism, positive attitudes and pro-active behaviors to their colleagues, created a positive team climate, independent of the demands and resources they were exposed to. This suggests that engaged workers influence their colleagues, and consequently, they perform better as a team.

Bakker and Schaufeli (2008) have noted the need for positive organizational behavior (POB) research, defined as the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace (Luthans, 2002). In this article, researchers focused on one such a POB-construct, namely work engagement – a positive, fulfilling, work-related state of mind. They defined work engagement, explained its measurement, and reviewed studies on the drivers of engagement. Then, outlined why work engagement contributed to the bottom line – performance and client contentment. The findings of previous studies are integrated in an overall model that can be used to develop work engagement in today's workplace and modern career development.

Model of work engagement. Schaufeli and Bakker (2010) model of engagement is based on job-demands-resources model. The verification regarding the previous circumstances and consequences of work engagement can be organized in an overall model of work engagement. In building this model, we draw on two assumptions from the job demands-resources (JD-R) model (Bakker & Demerouti, 2007). The first assumption is that job resources such as social support from colleagues and supervisors, performance feedback, skill variety, and autonomy, start a motivational process that leads to work engagement, and leads to higher performance. The second assumption is that job resources become more salient and gain their motivational potential when employees are confronted with high job demands (e.g. workload, emotional demands, and mental demands).

Further, we draw on the work of Xanthopoulou et al. (2007), who expanded the JD-R model by showing that job and personal resources are mutually related, and that personal resources can be independent predictors of work engagement. Thus, employees who score high on optimism, self-efficacy, resilience and self-esteem are well able to mobilize their job resources, and generally are more engaged in their work.

The JD-R model of work engagement is graphically depicted in Figure 1. As can be seen, we assume that job resources and personal resources independently or combined predict work engagement. Further, job and personal resources particularly have a positive impact on engagement when job hassles are high. Work engagement, in turn, has a positive impact on performing job. Finally, employees who are engaged, active and perform well are able to create their own resources, which then encourage engagement again over time and create a positive gain spiral.
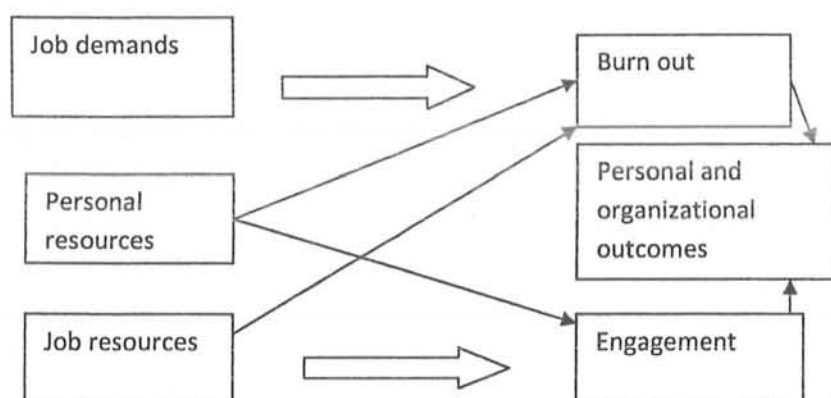
Figure 1.JD-R model of Work engagement.

Emotional Exhaustion

Emotional exhaustion, the dimension of burnout investigated here, is one of the more extreme varieties of work-related strain. It manifests in employees as a general loss of feeling and concern, trust, interest, and spirit (Maslach, 1982). It also involves feelings of fatigue, being used up, petulance, aggravation, and wearing out (Maslach & Jackson, 1981). In other words, employees' emotional resources become exhausted, and they no longer feel able to give of themselves at a psychological level.

Burnout has been defined as a psychological set of symptoms characterized by three basic symptoms: emotional exhaustion, depersonalization (cynicism), and reduced personal achievements. It is most obvious demonstration and central quality is emotional fatigue: the feeling of being emotionally tired and exhausted of emotional resources. Research has shown that suffering from symptoms of burnout has significantly negative consequences for health, proficient careers, and work performance (Klusmann, Kunter, Trautwein, Lüdtke & Baumert, 2008). It is becoming apparent that especially emotional exhaustion can be considered as the core component of burnout (Seidler et al., 2014).

Emotional exhaustion is likely to occur when an employee expends extensive resources to meet stressful work demands (Wright & Cropanzano, 1998) or emotional regulation needs (Grandey, Cordeiro & Crouter, 2005). Emotional exhaustion is referred to low energy and chronic fatigue (Schwarzer, Schimtz, & Tang, 2000).

Components of emotional exhaustion. In the early days of research on burnout the prevailing perspective was to explain burnout as being caused by demanding and emotionally charged communications with other people, most empirical studies focused on organizational variables (job-related stressors), while ignoring the most important relationship which is among employees and clients (Enzmann, 2005).

According to Szczygieł and Bazińska (2013) the question whether burnout was caused by the occurrence or quantity of interactions with clients, analyzed four aspects of the interpersonal interactions of human resources workers: their number, emotional concentration (i.e., how emotionally charged and stressful the interaction was), duration (i.e., amount of time spent with a client during a typical visit) and directness (i.e., percentage of interactions that were face-to-face). The results exposed that the number of relations was not related to emotional exhaustion and depersonalization, but was positively related to personal accomplishment. Emotional intensity of interactions was positively related to emotional exhaustion and depersonalization, but unrelated to personal achievement. Duration of interactions was unrelated to emotional exhaustion and personal accomplishments, but inversely

related to depersonalization. Finally, directness of interactions was related inversely to emotional exhaustion and depersonalization, but positively to personal accomplishment. Similar results were obtained by Brotheridge and Grandey (2002), who found that frequency and duration of interactions with clients were unrelated to emotional exhaustion or depersonalization, but were directly proportional to personal accomplishment.

Theoretical view. Emotional exhaustion is an important topic for practitioners and academics due to its negative impact on employees and organizations. The act of being emotionally overextended and tired by one's work has been shown to have a negative effect on job attitudes and behaviors. Managers are alarmed with emotional exhaustion because it affects both job performance and employee turnover. The persistent effect of emotional exhaustion is particularly apparent in service jobs where employees face multiple interactions with customers which can affect the service providers' mental and physical well-being (Mulki, Jaramillo & Locander, 2006).

As Demerouti, Bakker, Nachreiner and Schaufeli (2001) suggested that emotional exhaustion closely resembles traditional stress reactions that are studied in occupational stress research, such as tiredness, job-related depression, psychosomatic complaints, and nervousness. Given these observations, it is reasonable to conceptualize emotional fatigue as a type of strain that results from work place stressors.

Exhaustion refers to feelings of strain, particularly chronic fatigue resulting from overtaxing work. The second dimension, cynicism refers to an indifferent or a distant attitude towards work in general and the people who accompany one, losing one's interest in work and feeling for work means nothing. Finally, lack of professional efficacy refers to reduced feelings of capability, successful achievement, and accomplishment both in one's job and the organization. However, during the past decade, evidence has accumulated that lack of professional efficacy plays a contradictory role as compared to overtiredness and cynicism (Lee & Ashforth, 1996). More specifically, it seems that exhaustion and cynicism constitute the quintessence or "core" of the burnout syndrome (Schaufeli & Buunk, 2003).

In conservation of resources theory for emotional exhaustion according to Baer, Dhensa-Kahlon, Colquitt, Rodell, Outlaw and Long (2015) that increases in alleged workload can have detrimental consequences for emotional exhaustion. Perceived workload has implications for a number of the resources identified by including adequate sleep, free time, time for work, a feeling that life is peaceful, and stamina and endurance. To the extent that perceived workload represents a resource loss, emotional exhaustion should increase as a result. In support of that proposition, Lee and Ashforth (1996) meta-analysis showed that more work leads to emotional exhaustion. Conservation of resources theory suggests that reputation maintenance concerns can have negative consequences for emotional exhaustion. Such concerns represent a resource threat, which requires employees to mobilize energies to protect against resource losses. Although such mobilization can prevent further losses, the mobilization itself constitutes a loss in the short term (Hobfoll & Shirom, 2001). Reputation maintenance concerns also have implications for a number of the resources identified by Hobfoll et al. (1992), including a sense of status at work, an acknowledgment of one's accomplishments, and a sense of affection from others. Indeed, research suggests that reputational threats can lead to an increase in state negative affect (Doby & Caplan, 1995).

Relationship between emotional exhaustion and work engagement. According to a study conducted on work commitment and emotional exhaustion (Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008) there are significant differences between schools in teachers' emotional exhaustion and work engagement. There is an underlying assumption that such differences exist, particularly in burnout research, but hardnosed data are scarce. Two theoretical arguments support the assumption that burnout is more likely to occur in some work as compared to others. First, systematic between-school differences in teacher burnout might be caused by school-specific conditions, with some work conditions being more fatiguing or motivating than others.

Moreover, it has been argued that symptoms of burnout can be contagious. Given that negative emotions are thought to be more contagious than positive ones, the same argument might not apply to teachers' work engagement. Second, a

multilevel approach has been used to investigate whether differences in teachers' exhaustion and engagement has been explained by school-specific demands and resources. They go beyond teachers' self-reports to obtain data from their three major interaction partners: principals, colleagues, and students. Teachers have identified problematic student behavior of any kind to be the aspect causing them most stress and exhaustion (Klusmann et al., 2008).

Factors affecting work engagement and emotional exhaustion. Amusement is one of the positive phenomenons in the workplace and included social events, gratitude of personal milestones, public celebrations, wit, games entertainment, opportunities for personal development, joy, play and fun titles (Müceldili & Erdil, 2016). As Owler, Morrison, and Plester (2010) stated everyone is in fond of fun at work and it has positive consequences on employees. Being fun at work has far-reaching effects on employees and organizations. For example, fun positively affects employees' job satisfaction, commitment, creativity, energy, organizational citizenship behavior, productivity and negatively affects absenteeism, anxiety, emotional exhaustion, turnover and burnout (Tews, Michel, & Bartlett, 2012).

The relationship of efficacy and inefficacy beliefs with burnout and engagement results showed that the two-factor model with burnout (exhaustion, cynicissm, and inefficacy) and extended engagement (vigor, dedication, absorption, and efficacy) after the errors of cynicism and dedication and those of efficacy and inefficacy, were allowed to be correlated. Previous research also revealed the former (Salanova, Grau, Cifre, & Llorens, 2000). Job demands, job resources and their relationship with burnout and engagement and reflected that cynicism and dedication are the opposite end points of a dimension labeled as identification, (González-Roma, Schaufeli, Bakker, & Lloret, 2006). There data seem to suggest that inefficacy could be considered an element of burnout, whereas efficacy could be considered an element of engagement. The finding that negatively worded scales (exhaustion, cynicism, and inefficacy beliefs) and positively worded scales (vigor, dedication, absorption, and efficacy beliefs) cluster together in two different second-order factors (burnout and engagement, respectively).

Relationship between perfectionism, work-engagement and emotional exhaustion: Empirical evidence. Kanten and Yesıltas (2014) conducted research on the effects of positive and negative perfectionism on work engagement, psychological well-Being and emotional exhaustion and their findings stated positive perfectionism affects work engagement and psychological well-being positively, whereas it has no direct effect on emotional exhaustion. In addition to this, negative perfectionism affects psychological well-being negatively but it has no direct effect on work engagement and emotional exhaustion. Therefore, it can be seen that psychological well-being has a fully mediator role in the relationships between negative perfectionism and emotional exhaustion. Moreover, psychological well-being has a fully mediator role in the relationships between positive perfectionism and emotional exhaustion.

The perfectionism is not a unitary characteristic. Instead, perfectionism has different facets and is therefore best conceptualized as a multidimensional personality disposition (Enns & Cox, 2002). To capture the multidimensional nature of perfectionism, researchers have developed a number of scales measuring the different facets of perfectionism. This diversity has been welcomed from a research perspective and has produced many important insights into the differential relationships of multidimensional perfectionism. However, the multiplicity of perfectionism scales poses a challenge for readers unfamiliar with the literature who may find it difficult to achieve a good understanding of the findings from different studies using different scales. Fortunately, there is converging evidence that the various aspects of multidimensional perfectionism form two super ordinate factors (Bieling, Israeli, & Antony, 2004). The first factor has been termed perfectionistic strivings (or personal standards perfectionism) and captures those aspects of perfectionism associated with striving for perfection and setting exceedingly high standards of performance. The second factor has been termed perfectionistic concerns (or evaluative concerns perfectionism) and captures those aspects of perfectionism associated with concerns over making mistakes, fear of negative evaluation by others, feelings of discrepancy between one's expectations and performance, and negative reactions to imperfection (Stoeber & Otto, 2006).

First, because the two factors show considerable overlap, the positive associations of perfectionistic strivings are often suppressed by the negative associations of perfectionistic concerns. Consequently, perfectionistic strivings' positive associations may only become apparent when the overlapping variance between strivings and concerns is taken into account and partial correlations or multiple regressions are calculated (Hill, Huelsman, & Araujo, 2010; Gaudreau, 2013). Second, the negative associations of perfectionistic concerns are usually stronger than the positive associations of perfectionistic strivings. Consequently, in studies computing an overall perfectionism score (i.e., lumping strivings and concerns together), perfectionism usually shows negative associations indicative of perfectionistic concerns. Furthermore, whereas perfectionistic concerns often suppress the positive associations of perfectionistic strivings, perfectionistic strivings rarely suppress the negative associations of perfectionistic concerns or only to a much smaller degree, (Hill, Huelsman, & Araujo 2010). Hence, it is relatively safe to examine perfectionistic concerns without statistically controlling for perfectionistic strivings.

According to a study conducted by Chang, Chou, Liou, and Tu (2016) to distinguish between healthy (positive) perfectionism and unhealthy (negative perfectionism) showed that healthy perfectionism is positively associated with innovative behavior, while unhealthy perfectionism is positively associated with job burnout. Thus this infers that positive perfectionism is associated with healthy outcomes of behavior at work where as negative perfectionism is linked to unhealthy outcomes.

According to Klaus et al. (2006) burnout has been defined as a psychological syndrome characterized by three symptoms: emotional exhaustion, depersonalisation (cynicism), and reduced personal accomplishment. Its most obvious manifestation and central quality is emotional exhaustion: the feeling of being emotionally drained and depleted of emotional resources. Research has shown that suffering from symptoms of burnout has considerable negative consequences for health, professional careers, and work performance.

The conceptual opposite of burnout, work engagement, has recently attracted increased research attention (Hallberg & Schaufeli, 2006). Work engagement is defined as a positive, fulfilling work-related state of mind and, like burnout, is conceptualized multidimensionally, with vigor (high energy levels, willingness to invest effort in one's work), and dedication (as a sense of significance, inspiration, and pride) as its core dimensions (Gonzalez-Roma et al., 2006; Hakanen, Bakker, & Schaufeli, 2006). High work engagement has been found to promote high organizational commitment, willingness to stay in the organization, and high performance levels (Hakanen et al., 2006).

Some attempts have been made to amalgamate these two lines of research (Bakker & Demerouti, 2007). Empirical studies have found burnout and engagement to show moderate negative correlations, suggesting that, for the most part, the two concepts tap different qualities of motivational and emotional experience. In the present study, we take this integrative approach and consider both sides of teachers' psychological functioning.

Previous research on various conceptualizations of perfectionism revealed that people who prefer perfection are more vulnerable to burnout (Appleton et al., 2009; Chen et al., 2008; Flett et al., 1995; Stoeber & Rennert, 2008), Continuous or frequent exposure to high workload in combination with insufficient recovery may thus lead to an accumulation of negative load effects that may remains for a longer period of time (e.g., exhaustion, psychosomatic complaints, and lack of work engagement), eventually becoming unalterable and manifest (Taris et al., 2006). But higher the burnout or emotional exhaustion lesser would be the work engagement. It represents a commonality among physical, emotional, and cognitive energies that individuals bring to their work role (Rich et al., 2010). In this sense, work engagement is more than just one dimension, it is not only the investment of a single aspect of the self; it represents the investment of multiple dimensions (physical, emotional, and cognitive) so that the experience is concurrent and holistic.

Fairlie and Flett (2003) also checked perfectionism and emotional exhaustion by choosing employees (including students) working over 20 hours per week.

Differently from the previous study, their study found perfectionistic concerns to show positive correlations with all three burnout components (exhaustion, cynicism, and inefficacy), whereas perfectionistic strivings again showed no specific relation.

Rationale of the Present Study

The purpose of this research is to identify the work-related outcomes of adaptive and maladaptive perfectionism among the employees of advertising agencies. It would be beneficial to quantify the consequences of positive and negative aspects of perfectionism on the occupation related outcomes, such as; work engagement and emotional exhaustion among the employees of advertising agencies.

There is ample evidence on the effect of an overall perfectionism on different work-related behaviors, i.e. job performance, job satisfaction and organizational commitment; however, there is a scarcity of studies which have focused on the bifurcated effect of perfectionism that is positive and negative. The work related consequences of adaptive and maladaptive perfectionism is barely measured in job sector. Since many years it has been receiving attention in personality psychology, but very minimum studies have investigated the effects of perfectionism in common workplaces (Beheshtifar, Mazrae-Sefidi, & NekoieMoghadam, 2011). Therefore present study attempted to highlight the specific influence of adaptive and maladaptive perfectionism on work-related outcomes.

Numerous empirical work has been done on work engagement in an organizational setting. Typically, in prior researches it has been conducted in relation with job resources, job demands and job performance (Britt, 2003). Whilst there are not enough studies conducted on the relationship of work engagement with perfectionism and emotional exhaustion. Likewise, the studies conducted on perfectionism are mostly linked in clinical settings with numerous negative psychological outcomes (Lo & Abbot 2013). The present study is conducted in order to fill this gap, therefore work engagement is studied in relation with adaptive and maladaptive perfectionism and emotional exhaustion.

Published literature has taken emotional exhaustion as a core component of burnout; therefore insufficient researches have been done on the emotional exhaustion as a separate component (Schaufeli & Buunk, 2003). Emotional exhaustion is characterized as the beginning and the center of burnout syndrome (Demir, 2009). In this study the emotional exhaustion has been studied as a separate variable from burnout, though it is still the part of burnout but is not related to the other components of burnout, i.e. cynicism and personal accomplishment. Moreover, in the current study the relationship of emotional exhaustion with adaptive and maladaptive perfectionism and work engagement has been seen.

Previously the researches in which the relationship of perfectionism with work engagement, workaholism and burnout (Childs & Stoeber, 2010) has been carried out, have only focused on over all employs whereas, in this study the difference between men and women have been inferred.

This study provides several unique contributions to the literature by comparing the bifurcated construct of perfectionism in contrast with the dimensions of work engagement and emotional exhaustion. Insight gained from this study can be used in future for further analysis.

METHOD

METHOD

In the following section objectives and assumptions of the present study are discussed. Elaboration of operational definitions of the variables, sample, measures and procedure of the study are discussed in detail.

Objectives of the Study

The major objectives of the study are as follows:

1. To determine the work-related outcomes of adaptive and maladaptive perfectionism among employees of advertising agencies.

2. To investigate the role of varying demographics (i.e. gender, education, job experience, and job duration) in the specific organization.

Hypotheses

The following hypotheses were formulated in regard to meet the objectives of this research:

1. Adaptive perfectionism is positively related to work engagement and negatively associated with emotional exhaustion.

2. Maladaptive perfectionism is negatively related to work engagement and positively associated with emotional exhaustion.

3. Work engagement is negatively associated with emotional exhaustion.

4. Adaptive perfectionism and work engagement is higher in men than women, whereas maladaptive perfectionism and emotional exhaustion is higher in women than men.

5. Employees with high educational qualification are more likely to experience adaptive perfectionism and work engagement and lesser emotional exhaustion as compared to the employees with lower educational qualification.

6. Employees with more job experience have higher levels of adaptive perfectionism, work engagement and lesser emotional exhaustion as compared to employees with lesser job experience.

7. Employee with longer job durations in the specific organization experience higher level of work engagement and lower emotional exhaustion as compared to those with minimum job period in the specific organization.

Operational Definitions of the Variables

Perfectionism. It is often depicted as endeavoring correctness, setting exceptional ideals of performance, and analyzing own conduct in an exceedling critical manner (Egan et al., 2011). In the present study perfectionism is measured with Almost Perfect Scale (Slaney et al., 2001). It has two subscales; Adaptive Perfectionism Subscale and Maladaptive Perfectionism Subscale. Higher scores on each subscale would indicate the higher presence of that particular perfectionism.

Adaptive and maladaptive perfectionism. Adaptive perfectionism is also as known to be positive perfectionism, though maladaptive perfectionism is known as negative perfectionism (Lo & Abbott, 2013). The Adaptive Perfectionism Subscale measures positive perfectionism and high score on this subscale shows more positive perfectionism. Although Maladaptive Perfectionism measure negative perfectionism and high score on this subscale indicates more negative perfectionism.

Work engagement. It refers to individual possessing a persistent, positive, fulfilling, and work-related state of mind at work which is characterized by vigor, dedication, and absorption (Kanten & Yesıltas 2015). In this present study, the work engagement is measured with Utrecht Work Engagement Scale (Schaufeli, Salanova,

González-Romá & Bakker, 2002), in which high score indicates higher work engagement in employees and low score indicate lower work engagement.

Emotional exhaustion. According to Baeriswyl, Krause, and Schwaninger (2016), emotional exhaustion is strongly depicted by feelings of mental weariness or of being emotionally depleted. Emotional exhaustion is characterized as the beginning and the center of burnout syndrome (Demir, 2009). In the current study, it is measured with the Emotional Exhaustion Subscale of Maslach Burnout Inventory (Maslach & Jackson, 1981). The higher score on this subscale revealed higher emotional exhaustion, whereas lower score indicates lower emotional exhaustion.

Research Design

The present study was correational research survey. The data was conducted through survey method.

Sample

A non-probability convenient sample ($N = 200$) constituted of employees of advertising agencies, including men ($n = 117$) and women ($n = 83$) of Islamabad and Rawalpindi. Education level of employees included intermediate ($n = 33$), graduation ($n = 68$), and masters ($n = 99$) with age range of 25 to 60 years ($M = 30.62$; $SD = 3.71$). The demographic variables included in the study were age, gender, education, marital status, job designation, title of organization, overall job experience, job duration in the present organization and monthly income.

Table 1

Demographic Characteristics of the Sample (N = 200)

Characteristics	*f*	%	Characteristics	*F*	%
Gender			**Job Experience (years)**		
Men	117	58.5	1-10	60	40.00
Women	83	41.5	10.1-20	51	34.00
Age (years)			20.1-30	14	9.30
20-30	57	28.5	30.1-40	25	16.70
30.1-40	79	39.5	**Job Duration in Present Organization (years)**		
40.1-50	37	18.5	1-2	12	8.00
50.1-60	27	13.5	2.1-4	34	22.70
Education			4.1-5	40	26.70
ntermediate	33	16.5	5.1-8	64	42.70
Bachelors	68	34.0	**Monthly Income (PKR)**		
Masters	99	49.5	20,000-50,000	40	26.70
Marital Status			51,000-100,000	82	54.70
Married	123	61.5	101,000-500,000	28	18.70
Single	77	38.5			

Table 1 displayed the demographic with their frequencies and percentages. These variables include gender, age, education, marital status, title of the

organization, job designation, overall job experience, duration in the present organization and monthly income.

Instruments

A brief description of the scales used to measure the variables in the present study is given below.

Almost Perfect Scale-Revised. Almost Perfect Scale-Revised (APS-R) was originally developed by Johnson and Slaney (1996) and later revised by Slaney et al. (2001) to measure adaptive and maladaptive dimensions of the perfectionism construct. The APS-R consists of 17 items with a 4-point Likert-type scale ranging from 1 (*Strongly Disagree)* to 4 (*Strongly Agree*). The APS-R consists of two subscales: Adaptive Perfectionism (9 items) and Maladaptive Perfectionism (8 items). Overall, studies have suggested that the Adaptive Perfectionism subscale is associated with positive aspects of perfectionism (Rice & Slaney, 2002). The Maladaptive Perfectionism subscale captures the negative aspects of perfectionism. The possible score on the Adaptive Perfectionism subscale ranged from 9-36, whereas, possible score range on Maladaptive Perfectionism subscale varied from 8-32; therefore, high score on either subscale indicates more inclination of that type of perfectionism. A series of studies by Slaney and his associates supports the reliability and validity of the APS-R, where internal consistency coefficients for the APS-R ranged from .85 to .92 (Slaney et al., 2001).

Work Engagement Scale. The Utrecht Work Engagement Scale (UWES; Schaufeli et al., 2002) consists of 17 items with three subscales comprising Vigor subscale (6 items), Dedication subscale (5 items), and Absorption subscale (6 items). Respondents are required to indicate their opinion along 4-point Likert scale where *strongly disagree* = 1, *disagree* = 2, *agree* = 3, and *strongly agree* = 4. The possible score on this scale could range from 17-68, where high score indicates higher levels of work engagement; while, low score indicate lower level of work engagement. In addition, the reliability for the subscales has been reported to be ranging from .80 to .90 (Salanova et al., 2000). Similarly, indigenous studies (Adil, 2015; Zeb, 2016) have

shown adequate reliability indices of .89 and .84 of the Utrecht Work Engagement Scale on the samples of university teachers and employees of telecommunication companies, respectively.

Emotional Exhaustion Scale. Maslach Burnout Inventory (MBI; Maslach & Jackson, 1981) was developed to measure the three hypothesized dimensions of burnout; that is Emotional Exhaustion (9 items), Depersonalization (5 items), and Personal Accomplishment (8 items). In the present study, the subscale of Emotional Exhaustion consisting of 9-items, to be rated on 6-point Likert scale ranging from 0 (*never*) to 6 (*daily*) has been used. The possible score on Emotional Exhaustion subscale ranged from 9-54, where the high score indicate more emotional exhaustion, whereas low score indicate lesser level of emotional exhaustion. Maslach and Jackson (1981) reported internal consistency of .89; whereas alpha coefficient of .90 (Ahmed, 2017) has been acquired for this subscale in the context of Pakistani organizations.

Consent form. An informed consent form about detailed information regarding the voluntary nature of participants, right to quit at any time, anonymity and confidentiality of data was provided. Willingness to participate and instructions to read carefully and fill out the scales honestly was given. It was ensured that the information provided by the participants would be kept confidential and will only be used for the purpose of research (See Appendix-A).

Demographic sheet. To explore various important demographic variables for example age, gender, marital status, education, job designation, title of organization, overall job experience, job duration in the specific organization and monthly income. A complete and comprehensive demographic sheet was devised (See Appendix-B).

Procedure

In order to carry out this study, official visits to different private advertising agencies of Rawalpindi and Islamabad were conducted. Appointments were settled over the call before visiting the advertising agencies. With the permissions of the head of organizations the data was collected. The concerned employees were informed about the whole process verbally. Informed consent acquired from every participant

and was made sure that their information would be kept confidential. It was also briefed that it is their right to quit at any time if they feel uncomfortable.

Verbal and written instructions were given to the participants to fill the questionnaires properly and accurately. Any concerns shared by the respondents, while filling the questionnaires were clarified immediately by the researcher. Data was mostly collected during the official schedules (tea or lunch breaks) because respondents would have more convenience to provide their genuine responses. Later, participants were duly thanked for providing the valuable and dependable information.

RESULTS

Chapter III

RESULTS

This chapter covers the results of the current study where focus was on the work related outcomes of adaptive and maladaptive perfectionism among employees of advertising agencies. This study was based on empirical data so the results have been presented in the form of Tables given below. The statistical analysis consisted of descriptive and inferential statistics. In descriptive statistics, it includes Cronbach α, mean, standard deviation, skewness, and kurtosis, while, inferential statistics includes Pearson Product Moment Correlation, t-test and ANOVA.

Descriptive Statistics and Psychometric Properties of Scales

To examine the descriptive statistics and psychometric properties, alpha coefficients, mean, standard deviation, range, skewness and kurtosis of the measures used to assess perfectionism, work engagement and emotional exhaustion among employees of advertising agencies.

Table 2

Cronbach Alpha and Descriptive Statistics for Scales (N = 200)

Scales	No.of Items	α	M	SD	Skew	Kurt.	Range Potential	Actual
Adaptive Perfectionism Subscale	9	.79	20.29	2.14	-.15	-.61	9-36	27-36
Maladaptive Perfectionism Subscale	8	.81	18.05	1.81	-.27	-.45	8-32	24-32
Work Engagement Scale	17	.93	40.50	8.91	-.84	.36	17-68	26-68
Vigor Subscale	6	.81	15.22	1.47	-.02	-.42	6-24	18-24
Dedication Subscale	5	.83	10.11	1.41	-.07	-.85	5-20	15-20
Absorption Subscale	6	.81	12.44	3.32	-.70	.17	6-24	9-24
Emotional Exhaustion Subscale	9	.90	31.23	16.15	.47	-1.24	0-54	0-53

Table 2 shows descriptive statistics and reliability indices of scales and subscales. It has been found that perfectionism, work engagement and emotional exhaustion (and their subscales) revealed adequate reliabilities (.70 and above) thereby, indicating the measures as dependable tools of assessing the said constructs. In addition, values of skewness and kurtosis indicated normality of the data as its values ranged from -1 to +1. Mean and standard deviation were computed to determine the general average scores of the participants on particular scales used in this study, whereas the value of skewness shows the distribution of scores among variables for Maladaptive Perfectionism Subscale, Adaptive Perfectionism Subscale,

Work Engagement Scale and its subscales (Vigor, Absorption and Dedication) and Emotional Exhaustion Subscale.

Relationship among adaptive perfectionism, maladaptive perfectionism, work engagement and emotional exhaustion. The relationship between the study variables were explored through Pearson Product Moment correlation. The results of 'Pearson Correlation were given in Table 3.

Table 3

Correlation Matrix for all the Study Variables (N = 200)

Variables	1	2	3	4	5	6	7
1. Adaptive Perfect.	_	-.46***	.21*	.53***	.42***	.37***	-.29**
2. Maladaptive Perfect.		_	-.24**	-.21*	-.46***	-.23**	.41***
3. Work Engagement			_	.64***	.55***	.58***	-.47***
4. Vigor				_	.44***	.47***	-.31***
5. Dedication					_	.61***	-.22*
6. Absorption						_	-44***
7. Emotional Exhaustion							_

Note: Perfect. = Perfectionism.

$*p < .05, **p < .01, ***p < .00.$

Table 3 has revealed inter-correlation of all the variables and their dimensions. Correlation matrix is generated to determine the direction and strength of relationship across all the study variables. It has been observed that adaptive perfectionism is significantly positively related to work engagement and its components (vigor, dedication and absorption), whereas negatively correlated to maladaptive perfectionism and emotional exhaustion. In addition, maladaptive perfectionism has a significant negative relationship with work engagement and its subscales (vigor, dedication and absorption), whereas it is positively correlated with emotional exhaustion. Further it showed that the work engagement and its subscales (vigor, dedication and absorption) are positively associated with each other, whereas it is

strongly negatively correlated with emotional exhaustion. These findings provide sufficient support for H1, H2, and H3.

Group Differences on Study Variables

Independent sample *t*-test has been conducted to determine group differences on study variables (perfectionism, work engagement and emotional exhaustion) with reference to demographic variables i.e., gender, education, job experience, and job duration in the present organization.

Table 4

Gender Difference on Study Variables (N = 200)

	Men (n = 117)		Women (n = 83)				95% CI		Cohen's
Variables	M	SD	M	SD	t	p	LL	UP	d
Adaptive Perfectionism	31.78	2.07	27.08	2.26	5.44	.00	-.70	.51	.44
Maladaptive Perfectionism	24.01	9.13	28.08	8.06	5.06	.00	-.70	.32	.41
Work Engagement	54.79	9.13	51.55	8.63	3.77	.01	-3.22	1.82	.35
Emotional exhaustion	54.23	9.20	59.68	10.11	6.22	.00	-2.29	6.85	.61

*$p < .05$. ** $p < .01$. ***$p < .00$.

Table 4 depicted gender differences on study variables. Results indicated significant mean differences on perfectionism where men exhibited high adaptive perfectionism than women, who on the contrary showed high maladaptive perfectionism than men. Work engagement was relatively higher in men than women. Furthermore women scored significantly higher on emotional exhaustion than men. These findings provide sufficient support for H4.

Table 5

Differences on Educational Level of Employees along Study Variables (N=200)

Variable	Intermediate (n = 33)		Graduates (n = 68)		Masters (n = 99)		F	P
	M	SD	M	SD	M	SD		
Adaptive Perfectionism	31.69	10.11	32.05	9.18	35.48	9.16	6.25	.00
Maladaptive Perfectionism	29.22	6.55	28.16	9.46	22.38	8.05	7.13	.00
Work Engagement	52.35	10.42	55.18	8.15	57.55	8.83	8.57	.00
Emotional Exhaustion	21.44	7.35	18.51	8.22	15.60	8.50	6.77	.00

Table 5 displayed education differences on study variables. Findings indicated significant differences on adaptive perfectionism, maladaptive perfectionism, work engagement and emotional exhaustion. Results infer that employees who are highly educated (masters' level) scored high on adaptive perfectionism and work engagement, whereas employees with relatively lesser educational qualification express higher levels of maladaptive perfectionism and emotional exhaustion. Thereby, providing sufficient support for H5.

Table 6

Differences on Overall Job Experience of Employees in Relation to Study Variables (N=200)

Variable	1-10 years (n = 60)		10.1-20 years (n = 51)		20.1-40 years (n = 39)		F	p
	M	SD	M	SD	M	SD		
Adaptive Perfectionism	31.82	10.01	31.92	9.45	35.35	9.22	5.22	.01
Maladaptive Perfectionism	27.91	8.38	28.00	9.11	28.00	8.72	1.27	.55
Work Engagement	54.03	10.09	56.43	8.44	59.73	10.38	6.49	.00
Emotional Exhaustion	18.66	8.13	21.45	8.44	25.09	9.27	8.05	.00

$*p < .05.$ $**p < .01.$ $***p < .00.$

Table 6 represents mean differences found concerning the effect of overall job experience on the study variable. The results depicted that employees with maximum years of job experience exhibited more adaptive perfectionism and work engagement. On the other hand, higher level of emotional exhaustion was also displayed by the employees with maximum years of experience. Similarly, employees with lesser job experience exhibited lower levels of adaptive perfectionism, work engagement and emotional exhaustion. Further the results show that there was non-significant difference on maladaptive perfectionism in relation to job experience. These findings provide partial support for H6.

Table 7

Differences on Job Duration in the Present Organization in Relation to Study Variables (N=200)

Variable	1-2 yrs (n = 12)		2.1-4 yrs (n = 51)		4.1-5 yrs (n = 59)		5.1-8 yrs (n = 78)		F	p
	M	SD	M	SD	M	SD	M	SD		
Adaptive Perfectionism	31.91	1.78	31.27	2.13	31.96	2.05	32.06	2.24	1.54	.20
Maladaptive Perfectionism	27.83	1.64	27.64	1.92	28.13	1.77	28.08	1.81	.83	.47
Work Engagement	53.00	7.01	52.29	10.29	55.69	8.50	56.76	8.12	2.99	.03
Emotional Exhaustion	20.16	18.26	24.64	17.92	18.89	15.71	16.89	14.41	2.48	.04

$*p < .05. ** p < .01. ***p < .00$

Table 7 represents mean differences on found job duration in the present organization. The results showed significant mean differences on work engagement, which showed higher the period of job duration in the present organization more work engagement in the employees with higher job durations. On the contrary, emotional exhaustion is more in the employees with lesser job durations in the present organization. Further the results showed non-significant difference on adaptive perfectionism and maladaptive perfectionism. These findings provide partial support for H7 partially.

DISCUSSION

DISCUSSIONS

The present study was conducted to explore the work-related outcomes of adaptive and maladaptive perfectionism among the employees of advertising agencies. It was also intended to determine various demographics and their role (gender, education, overall job experience, and job duration in the present organization) in relation to perfectionism and its subscales (adaptive and maladaptive), work engagement and its subscales (vigor, dedication and absorption) and emotional exhaustion among the employees of advertising agencies. The sample comprised of different employees taken from various advertising agencies of Islamabad and Rawalpindi by convenient sampling technique. The major constructs of the study were assessed with Almost Perfect Scale-Revised (Slaney et al., 2001), Utrecht Work Engagement Scale (Schaufeli & Bakker, 2004) and Emotional Exhaustion (Maslach & Jackson, 1981) having adequate and satisfactory reliabilities. Psychometric estimates showed that all these instruments were dependable and reliable measures of the construct of this study.

Findings of the study indicated that adaptive perfectionism is positively related to work engagement, whereas negatively associated with emotional exhaustion, thereby supporting the first hypothesis. These findings are quiet in line with the previous literature for instance, according to 'the majority of studies they have differentiated positive or adaptive perfectionism and negative or maladaptive perfectionism when examining the relationships (Taris et al., 2010). For instance the studies conducted on this construct suggest that adaptive perfectionism is positively related to positive outcomes (Ashby & Rice, 2002; Stoeber & Rambow, 2007) and negatively related to negative outcomes (Hill, Hall, & Appleton, 2010). Moreover, researchers have investigated how perfectionism relates to engagement in the workplace, finding that perfectionists who are self-oriented are more engaged at work compared to perfectionists who are socially driven (Childs & Stoeber, 2012). Thereby these researches confirm the results of the present study which is very much in accordance with the findings of the previous researches which exhibits that adaptive

or positive form of perfectionism in an employee is associated with the positive work-related outcomes such as; work engagement, whereas it is negatively related to negative work-related outcomes for example; emotional exhaustion.

The second hypothesis of this study states that maladaptive perfectionism is negatively related to work engagement and positively associated with emotional exhaustion. Thereby supporting the second hypothesis and in accordance with earlier researches; the negative perfectionists have more tendency to be severely critical of their own behaviors and conducts (Flett & Hewitt, 2002) which might make them more susceptible to tension and burnout (Stoeber & Rennert, 2008). Fairlie and Flett's (2013) study found perfectionistic concerns (or maladaptive perfectionism) show positive correlations with all three burnout components (exhaustion, cynicism, and inefficacy), thus ultimately it shows negative correlation with positive work-related outcomes such as work engagement. Furthermore, a previous research tells the negative perfectionists strive for idealistically high objectives and set unrealistically elevated standards and striving for such impractical goals ultimately end up in disappointment, leading to negative feelings such as worry, depression, feelings of insufficiency, and escaping behavior (Burns, Dittmann, Nguyen, & Mitchelson, 2000).

The findings show that the work engagement is negatively associated with emotional exhaustion; therefore it supports the third hypothesis and is in agreement with the earlier literature; which says that continuous or frequent exposure to high workload in combination with insufficient recovery may thus lead to an accumulation of negative load effects that may remains for a longer period of time (e.g., exhaustion, psychosomatic complaints, and lack of work engagement), eventually becoming unalterable and manifest, but more the burnout or emotional exhaustion lesser would be the work engagement (Taris et al., 2006). Furthermore, the empirical studies have found burnout and engagement to show moderate negative correlations, suggesting that, for the most part, the two concepts tap different qualities of motivational and emotional experience (Bakker & Demerouti, 2007).

To determine the gender differences in adaptive perfectionism, maladaptive perfectionism, work engagement, and emotional exhaustion; *t*-test was applied to compare the means. Therefore the finding of the study indicated that adaptive perfectionism and work engagement is higher in men than women, whereas maladaptive perfectionism and emotional exhaustion is higher in women than men, thereby supporting our fourth hypothesis. These findings are quite in line with the previous literature. According to earlier researches; as measured at the Big Five trait level, women have been found to score higher than men on neuroticism (Costa, Terracciano, & McCrae, 2001), which ultimately means that women have more neurotic or maladaptive perfectionism then men. So, positive work-related outcome is related to positive perfectionism and negative work-related outcome is related to negative perfectionism (Chang, Chou, Liou & Tu, 2016). In addition, men are more prone towards adaptive perfectionism which consequently leads towards positive work behaviors such as, work engagement.

To determine job designation in social intelligence, positive spillover and work-family conflict, ANOVAs was applied. Fifth hypothesis of the study indicated that employees with high educational qualification are more likely to experience adaptive perfectionism and work engagement and lesser emotional exhaustion as compared to the employees with lower educational qualification. According to the findings and previous studies; the results support the findings of Gilbert (2001), namely that highly educated workers tend to be more absorbed with their work. Also Rice and Slaney (2002) came to know that adaptive perfectionists had higher GPAs than maladaptive perfectionists. Furthermore, job resources, like work place support, development opportunities and career encroachment relate optimistically to work engagement (Bell & Barkhuizen, 2011). Thus these findings confirm the positive relationship of adaptive perfectionism and work engagement with higher educational background.

Sixth hypothesis of the study states that Employees with more job experience have higher levels of adaptive perfectionism, work engagement and lesser emotional exhaustion as compared to employees with lesser job experience. These findings are very much in line with previous researches; according to a study job satisfaction was

higher in employees with more work experience (Ahmed, Nawaz, Iqbal, Ali, Shaukat, & Usman, 2010). Thus, more job satisfaction leads to higher work engagement (Xanthopoulou et al., 2009). So, employees with higher job experience will have higher work engagement than employees with lower job experience. This would consequently increase the emotional exhaustion as supported by the fact that these two constructs are negatively correlated and also the employees get very much familiar to the same working environment, thus making them tolerate it easily.

The study further infers that, employee with longer job durations in the specific organization experience higher level of work engagement and lower emotional exhaustion as compared to those with minimum job period in the specific organization. As prior study shows higher the job resources and job security, higher would be the work engagement (Schaufeli & Salanova, 2007). Ultimately, higher job duration in a specific organization refers towards the fact that job security must be high of that employee so it makes work engagement higher in that particular employee force. Emotional exhaustion is low in such employees as they are used-to the work environment and this would make them less mentally exhausted.

Limitations and Suggestions

Beside the fact that how well a study has been conducted, there would be many loopholes or limitations existing in that study. So the present study has few limitations or short comings which should be considered while inferring the results and contributions.

The research examined the work related outcomes of adaptive and maladaptive perfectionism among advertising agents. Firstly, with restrictive capability on further estimated cause in the study sample is that this study used correlation design. Further the instruments used for measuring perfectionism, work engagement and emotional exhaustion were all self reported measures. The chance of biasness increases by obtaining self reported information from the respondents. Qualitative approach could be used to enhance the in-depth understanding of the variables. So it suggests to the future researchers, to use longitudinal or mixed method approach to explore factors that are contributing in work related outcomes of

employee adaptive and maladaptive perfectionism among advertising agents because the cross sectional research method limit our ability to make a causal inference between work engagement and emotional exhaustion.

The sample selected was through convenient sampling technique and was taken only from the advertising agencies located in the areas of Islamabad and Rawalpindi, which only presents an elected geographical location. Hence, for generalization of results in further parts of Pakistan it could be problematic, despite the fact that the sample acquired from two different cities but yet could be more generalized on the larger population. Target sample of advertising agents was single occupational group, advertising agents of all the organizational sectors. More organizational setup could be studied form which more variations could be achieved. Equal ratio of men and women were not selected. It is recommended that the equal numbers must be taken so that the results can be generalized.

For further researches in exploring the variables of adaptive and maladaptive perfectionism, work engagement and emotional exhaustion, some of the suggestions are offered. Initially, larger sample would increase the generalization potential of the results. Further studies should also include the workers from other creative organizations such as architects, painters etc. Analysis with more demographics can be used in future researches. Moreover, qualitative research on more domains of perfectionism would provide wider insight for further researches. As very few times these scales would have been used in an organization to measure perfectionism, work engagement and emotional exhaustion. Similarly biasness would have come from social desirability effect, so further researches could control the role of social desirability to check its effect on the responses of respondents. Lastly, other variables can also be explored in the combination of these variables.

Implications

The present study is a base to get information concerning the relationship of the variables with each other i.e. perfectionism, work engagement and emotional exhaustion. This study adds the new variables for example different dimensions of perfectionism i.e. adaptive perfectionism and maladaptive perfectionism in literature.

These all variables are very significant in detecting employee behavior in an organization.

Keeping in view the findings of the study, it is important to have advertising agents showing positive or adaptive perfectionism, high work engagement and low emotional exhaustion in the organization because the nature of their work demands stress free perfect work so that it may bring success to them as well as the organization. This study will help the HR managers for ensuring the well being of the employee by working on bringing out the best in an employee by creating the setup in which an employee works with full commitment but works stress free with lesser negative emotions.

Furthermore, findings of the present research revealed that higher the adaptive perfectionism, higher would be work engagement and likewise higher the maladaptive perfectionism, higher would the emotional exhaustion. So, it is important for an organization to promote adaptive or positive perfectionism in the daily workings of the employees as it would bring positive effect on their work performance and it would keep them more engaged in their work and ultimately it would lessen the negative outcomes like emotional exhaustion, turn over etc. Keeping highly positive perfectionist and engaged employees can enhance the productivity of the organizations. The findings of the present study would give new gateways to other researches to study these constructs with other sample, culture and population on different demographics.

Conclusion

This study completed an effort to scrutinize the relationship among the adaptive and maladaptive perfectionism, work engagement and emotional exhaustion. Survey conducted with the sample of 200 employees of advertising agencies form Islamabad and Rawalpindi. The study devised numerous hypotheses, which focused on relationship among these three variables as mentioned in method and analysis section. Results of the study reported as, positive and significant relationship between adaptive perfectionism and work engagement, whereas also showed significantly positive relationship between maladaptive perfectionism and emotional exhaustion.

The study also revealed the negative and significant relationship between adaptive perfectionism and emotional exhaustion, maladaptive perfectionism and work engagement and also between work engagement and emotional exhaustion. It has been concluded that for positive work related outcomes like work engagement the adaptive perfectionism should be highly present in employees, which ultimately reduces the negative work related outcomes like emotional exhaustion thus enhancing the quality of performance at work. To make an organization successfully competent their employees should be positively related to work and negative outcomes of work related stress like emotional exhaustion should be minimized by organizing training and workshops by the human resource management department with the collaboration of an I/O psychologist to enhance the perception of adaptive perfectionism to make work engagement high and emotional exhaustion low which ultimately will reduce job stress and turn over effects.

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APPENDICES

INFORMED CONSENT

I, Noor ul ain Iftikhar, a student of M.sc Psychology from National Institute of Psychology, Quaid-i-Azam University Islamabad. The purpose of this research is to study thinking patterns and managerial processes of university students.

In this regard, your valuable cooperation is required, therefore I would request you to participate in it. You are provided with some statements and your opinion is sought.

There are no right and wrong answers. Read each statement and encircle only one response. Therefore, try to respond as genuinely as possible. Please ensure to answer each statement.

I assure you that all the information provided by you will be kept confidential and will be used only for academic research purpose. Your help, support, and honest participation in this research will be highly appreciated and helpful.

If you agree to participate in this research please sign below.

Signature of participant

_____

Noor ul ain Iftikhar

M.sc IV

Quaid-i-Azam University, Islamabad

Email: nurabbasi93@gmail.com

DEMOGRAPHIC SHEET

Gender: ☐ Male ☐ Female

Age (Approximate years) _____

Education: ☐ BS/B.SC ☐ MA/M.SC ☐ Others (please specify)

Marital Status: ☐ Married ☐ Single ☐ Divorced ☐ Widowed

Title of Organization: _____

Job Designation: _____ ☐ _____ ☐ _____

Overall Job Experience: _____

Duration of Job in this Organization: ☐ Minimum 1 year

☐ More than a year

☐ Minimum 5 years

☐ More than 5 years

Income (Monthly) PKR: _____

Almost Perfect Scale-Revised

Below are several statements about you which you may agree or disagree. Using the response scale below, indicate your agreement or disagreement with each item by placing the appropriate number on the line preceding that item.

S.no	Statements	Strongly disagree	Disagree	Agree	Strongly Agree
1	I have high standards for my performance at work.				
2	I often feel frustrated because I can't meet my goals.				
3	Neatness is important to me.				
4	If you don't expect much out of yourself, you will never succeed.				
5	I think things should be put properly in their place				
6	I have high expectations for myself.				
7	I hardly live up to my high standards.				

S.no	Statements	Strongly disagree	Disagree	Agree	Strongly Agree
8	I like to always be organized and disciplined.				
9	Doing my best never seems to be enough.				
10	I am never satisfied with my accomplishments.				
11	I expect the best from myself.				
12	I am not satisfied even when I know I have done my best.				
13	I try to do my best at everything I do.				
14	I am seldom able to meet my own high standards of performance.				
15	I am hardly ever satisfied with my performance.				
16	I have a strong need to strive for excellence.				
17	I often feel disappointment after completing a task because I know I could have done better.				

Utrecht Work Engagement Scale

The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the '0' (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

S.no	Statements	1 Almost Never	2 Sometimes	3 Often	4 Always
1	At my work, I feel bursting(filled) with energy				
2	I find the work that I do is full of meaning and purpose				
3	Time flies when I'm working				
4	At my job, I feel strong and energetic				
5	I am enthusiastic about my job				
6	When I am working, I forget everything else around me				

S.no	Statements	1 Almost Never	2 Sometimes	3 Often	4 Always
7	My job inspires me				
8	When I get up in the morning, I feel like going to work				
9	I feel happy when I am working intensely				
10	I am proud of the work that I do				
11	I am very much engrossed(involved) in my work				
12	I can continue working for very long periods at a time				
13	To me, my job is challenging				
14	I get carried away when I'm working				
15	I am mentally very resilient(flexible) at my job				
16	It is difficult to detach myself from my job				
17	At my work I always persevere(carry on), even when things do not go well				

Emotional Exhaustion Subscale

Please rate each item in terms of how true it is of you. Please tick only one response for each question according to the following scale.

0 = Never

1 = A few times a year or less

2 = Once a month or less

3 = A few times a month

4 = Once a week

5 = A few times a week

6 = Everyday

S.no	Statements	0	1	2	3	4	5	6
1	I feel emotionally drained							
2	I feel used up at the end of the day							
3	I feel fatigued when I get up in the morning and have to face another day on the job							
4	Working with people all day is really a strain for me							
5	I feel burned out from my work							
6	I feel frustrated by job							
7	I feel I am working too hard on my job							
8	Working directly with people puts too much stress on me							
9	I feel like I am at the end of my rope							