Meditation Training in Organization: Effect on Work Family Interaction, Stress & Outcomes

By

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DEDICATION

With all my heart, I dedicate this thesis to my spiritual father **KHAWAJA SHAMS-U-DIN.**

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ABBREVATIONS

Throughout this thesis, I use the acronyms WFI to describe both positive (i.e. Work family facilitation) & negative (i.e. Work family conflict) side of work family interaction. Work family conflict (WFC) and work family facilitation (FWF) when discussing the constructs generally or referring to both directions of conflict and facilitation respectively. In all other instances, I use the more specific acronyms of work interference with family (WIF) or family interference with work (FIW) and work facilitation with family (WFF) and family facilitation with work (FFW). BLMM is used to describe Blue Light Muraqaba Meditation.

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ABSTRACT

This dissertation validates the use of a spirituality based Blue light Muraqaba Meditation (BLMM) intervention to positively affect work family interaction, stress and job & home outcomes. The dissertation comprise of two related studies on the subject.

In the first study, interrelationship among study variables is examined for the purpose of substantiating the existing reference points. Furthermore the objective was to produce indigenous empirical evidence that may be helpful in explaining the effects of proposed meditation based intervention. The variables include two dimensions of work family interaction (WFI) i.e. work family conflict(WFC) and work family facilitation (FWF). WFC has been studied across job and home domains i.e. work interference with family (WIF) & family interference with work (FIW). Similarly work family facilitation includes work facilitation with family (WFF) and family facilitation with work (FFW). WFI has been conceptualized as a precursor variable to stress and employee outcomes. Stress includes two types of negative and positive stress and termed as "push stress" & "pull stress" respectively in this dissertation. Work outcomes studied in the dissertation include motivation, performance and satisfaction across job and home domains. Work family interaction, both types of stress, motivation, performance and satisfaction across job and home domains are collectively termed as study variables. In the first study, data is collected from a sample of 291 employees of different organizations in service sector. Structured equation modeling has been used to test the fit of six proposed models and to validate the hypothetical relationships among study variables.

In the second study, a Blue Light Muraqaba meditation (BLMM) intervention is implemented in a service sector organization to gauge its effect on work family interaction, stress and outcomes. This study integrates the conceptually rich theories of work family interaction and spirituality to propose and empirically test the possible beneficial effects of BLMM intervention on study variables. Data is collected from a sample of 60 employees through a daily diary study of four weeks, using pretest posttest control group design. Multivariate analysis of variance and related procedures has been used to identify the effect of BLMM intervention on work family interaction, stress and outcomes. Empirical evidence gathered through experiment is explained in the light of first study's results and the finding from the previous research on meditation and study variables.

It is concluded that BLMM intervention could be effective in reducing WFC and nurturing FWF. BLMM intervention can also reduce pull stress and induce push stress and has beneficial effects on motivation, performance and satisfaction across job and home domains. Because of the scale and scope of the current study, the results cannot be generalized and findings remain somewhat tentative. However, this study opens new doors of scientific inquiry in the "intervention" domain of work family interaction, stress, motivation, performance and satisfaction across job and home domains.

CHAPTER ONE

1 INTRODUCTION

Organizational studies have been benefiting from interdisciplinary studies and different concepts have been derived from psychology, medical science and physics. It has been urged in contemporary research (i.e. Heaphy & Dutton, 2008; Meurs & Perrewé 2011) that interdisciplinary research should be integrated with organizational research. In response to these suggestions, the following research endeavors to explore the interdisciplinary literature for identifying and validating an intervention for managing work family interaction, stress and outcomes. This dissertation explores the literature of psychology, OB and spirituality to propose "Blue light Muraqaba Meditation" (BLMM) intervention for use in organizations.

Work family interaction is a source of conflict and facilitation for individuals and has negative and positive consequences for organizations and family . In most of the previous research, work family interaction (WFI) has been identified as a major stressor for individuals across gender, age and experience. In these researches, it has been identified that WFI have various organizational and individual consequences like stress, poor performance, high turnovers and increased absenteeism resulting in a loss of billions of dollars for organizations. It has been lately identified that these interactions could have positive consequences as well. Overall WFI could result in productive and harmful effects for individuals and their employers and family.

Stress and rising healthcare costs, along with the quest for optimizing the positive side of WFI, are driving organizations to adapt different employee assistance programs. The effectiveness of these programs could play an important role in individual's well being that could positively affect the organizational productivity. The past research on the effectiveness of these programs has proclaimed the importance of creating well being of employees beyond organizational boundaries. So organizations need to employ individual and system focused interventions to ensure the well being of employees. Today's organizations are left with minimal workable choices and need to identify new cost effective ways to deal with stress and related challenges. Lund, Dean & Fornaciari (2007) emphasize that researchers should explore their own philosophy of inquiry, and look outside of the business literature for critical insights.

Non-conventional methods, including meditation, are gaining importance in organizations. Some organizations have started the use of such methods for organization development and change management interventions (Galen & West, 1995; Sherman, 1994), but

systematic research on the effectiveness of such interventions in the area is scarce. (Schmidt-Wilk, 2000). Since decades, organizations, especially in Europe and America have been training their employees on different kinds of meditation trainings. Many reports on these trainings are common (e.g. Dunkin, 1993; Kezman & Connors, 1993; Laabs, 1995; Unternehmer, 1994). These reports tend to assimilate all kinds of meditation techniques and refer meditation as wide range of mental procedures executed by meditators to reap certain benefits especially stress reduction. Despite the existence of popular reports on the effectiveness and use of meditation in organizations, scientific research on the construct is abstract and rare. (Schmidt-Wilk, 2000; Murphy & Sauter, 2003). This has led to the use of meditation based programs as more of a tradition to manage stress without considering its scientific validity and potential usage. This understanding had further restricted the use of meditation based programs to stress management only. That is why the meditation based programs are not able to gain wide spread acceptance in managing other work related challenges. Non-existence of structured procedures for evaluating such programs calls for greater interest of management academe and practitioners to contribute in filling these knowledge gaps.

Interestingly, meditation training has received substantial attention from practitioners and researchers in the domain of medicine, neurology, education, religion and spirituality. (Fell, Axmacher, Haupt, 2010). Many scholars and practitioners have contributed to our current understanding on the effects of meditation. In the domain of physiology and psychology, meditation based experimentation is a common place and the results are explained in the light of different physiological and psychological theories. But these studies tend to ignore the integration of spiritual theories with contemporary physiological or psychological theories. A cogent integration of spiritual and contemporary theories seems inevitable. This will fill the gap of understanding about the way meditation exerts its effects.

Despite the fact that meditation practice has various typologies and different outputs, there is one commonality in all practices and that is the use of mind. From a theoretical perspective every meditation practice has its roots from the ancient philosophy, a lucid explanation of the way meditation exerts its effect is still lacking. No published scientific research is available in the superior journals of management. This may be due to the fact that meditation has largely been associated with the ancient conceptualizations of spirituality that still requires a modern understanding. Due to its numerous types and use in different cultures, an

appropriate categorization of meditation practice is difficult. This makes a scientific study on the topic is even more challenging. (Fell, Axmacher, & Haupt, 2010). Past research, mostly in clinical settings, has confirmed the beneficial effects of meditation on attention, conflict, creativity, reduced anxiety and decreased stress .(e.g. Kane, 2006; Buchheld, Grossman, Walach, (2001); Tang et al., 2007). As of today, the literature on the possible effects of such interventions on job and home behaviors is nonfigurative.

In the current dissertation, these gaps in scientific inquiry are partially fulfilled by integrating a spiritual theory with modern theories of work family interaction, stress and job & home outcomes while using an experimental design. It is proposed that Blue Light Muraqaba Meditation (BLMM) intervention could be effective is managing work family interaction, stress and job and home outcomes.

Generally, scientific designs, used in organizational research, focus on collecting data on longitudinal basis to determine causality. Surge of diary studies is helpful in better understanding of employee's attitude and behavior. It has been emphasized by Ohly, Sonnentag, Niessen & Zapf (2010) and Ilies, Keeny & Scott (2009) that future diary studies in any field should make use of interventions to increase variability in the predictor variables. In this dissertation a daily diary study method is used to study the effect of BLMM intervention on work-family interaction, stress and outcomes.

This dissertation is an initial effort to incorporate the knowledge of spirituality, psychology, OB and psychiatric developments to propose Blue Light Muraqaba meditation (BLMM) intervention for increasing the effectiveness of employees at job and at home. This study, while specifically using the conceptual grounds of different theories (i.e. Nazria-a-Rang-o-Noor and Cognitive Activation theory, Scarcity & Expansion Theory) from different domains of knowledge (i.e. Spirituality & Psychology) explains the way meditation could affect the interplay of work family interactions, stress and outcomes across job and home domains.

Dean & Fornaciari (2007) emphasize that researchers should explore their own philosophy of inquiry, and look outside of the business literature for critical insights. Based on cross domain literature review, it is hypothesized that the selected blue light Muraqaba meditation (BLMM) intervention would be having beneficial effects across the causal chain of study variables .

1.1 Research Objectives

1. To study the interrelationship among work family interactions, stress and employee level outcomes across job and home domains.
2. To develop an individual focused meditation based intervention for managing work family interactions, stress and employee level outcomes.
3. To test the effectiveness of individual focused meditation based intervention on work family interactions, stress and employee level outcomes across job and home domains, using a scientific design.

1.2 Research Questions

1. What is the interrelationship of study variables i.e. work family interaction, stress, motivation, performance and satisfaction?

1. What is the theory of meditation?
2. What is the suitability of individual focused meditation based intervention in organizational setting?
3. What should be the appropriate design of individual specific meditation based intervention.?
4. What is the effect of meditation based intervention on work family interaction, stress and outcomes across job and home domains?

1.3 Theoretical Background

This research uses the prescriptive approach to study *stimulus* (i.e. work family conflict & facilitation), *organism* (i.e. positive & negative stress) and *response* (i.e. motivation, performance, satisfaction across job and home domains) and proposes a meditation based intervention (i.e. BLMM) that may holistically & positively affect stimulus, organism and response variables. Based on theoretical integration of interdisciplinary theories, it is hypothesized that BLMM intervention could have twofold effect on individuals , on one side it reduces work family conflict and pull stress, on the other hand it nurtures work family facilitation and push stress. Similarly, BLMM could also be effective in managing outcomes like motivation, performance and satisfaction across job and home domains.

1.3.1 Work Family Interaction and Role Theory

"Role theory" of Kahn, Worlfe, Quinn, Snock, and Rosenthal (1964) suggests that participation in job and family roles can result in conflict and facilitation for individuals. Role

combinations, due to conflicting or supplementing demands can lead to inter-role conflict and facilitation respectively. The basic premise of role theory is that participation in multiple roles has certain consequences. Role combining can result in resource drain or resource creation for individuals. In work family contexts, when role combining is a cause of resource drain, such instances are referred to work family conflict and when role combining is a source of resource creation, such instances are referred to work family facilitation in this dissertation.

1.3.2 Work Family Conflict, Scarcity Perspective and Conservation of Resources (COR) Theory

WFC has been conceptualized as an inter-role experience where the demands of/participation in one role impede the execution of other role (Greenhaus & Beutell, 1985). Scarcity theory (Goode, 1960) assumes that individuals have limited resources and the demands of multiple roles could deplete the individual's resources. Goode (1960) suggested that involvement in multiple roles is a cause of resource depletion. The depletion of these resources can result in inter- role conflict. Scarcity theory embrace the existence of limited human energy and posits that human resources can exist in the form of energy, time, and attention. When individuals expend these resources in the execution one role, due to scarcity, fewer resources are left for the execution of another role (Greenhaus & Beutell, 1985; Marks, 1977). A basic assumption in this theory is that there is a tradeoff in the use of resources between two role and expending resources on one role cannibalize resources available for another role.

Hobfoll (1989, 2001) suggests that interaction with a stressful situation depletes the available resources for an individual. The conservation of resources (COR) model describes what people do when they confront with a stressful situation. The explanation of the COR model as cited by Lieke, Brummelhuis, Claartje, Hoeven, Bakker & Peper (2011) is ". . . *that people strive to retain, protect and build resources and that what is threatening to them is the potential or actual loss of these valued resources*"……"*Resources include objects, personal characteristics, conditions, or energies that are valued by the individual".*

Stress occurs when people engage in a situation that requires many such resources and return on resources invested is negative or when many resources must be invested to prevent resource loss. Innstrand et al. (2008) explain that COR perspective encompasses several theories of stress. COR theory explains that individuals try hard to acquire, preserve, guard, and nurture valuable resources. Hobfoll (2001) explored seventy four work and non-work resources and

categorized them into 4 groups. These resources include objects, conditions, personal characteristics, & energy. He concluded that stress occurs in instances where these resources are threatened, lost or do not provide the expected result.

1.3.3 Work Family Facilitation (FWF) and Expansion Theory

Work-family facilitation is an inter-role phenomenon where the demands of/participation in one role facilitate in the execution of the other role (Barnett & Gareis, 2006; Barnett & Hyde, 2001; Edwards & Rothbard, 2000; Hanson et al., 2006; van Steenbergen, Ellemers, & Mooijaart, 2007; Wayne, Musisca, & Fleeson, 2004).

Siebar (1974) and Marks (1977) challenged the scarcity theory and suggested that involvement in multiple roles could also present benefits that may offset its cost. Furthermore, Marks's expansion theory (1977) suggest that when individuals involve their selves in multiple roles, they can reimburse for failure in one role by employing successes in another role. He postulated that skill, knowledge and attitude earned in one role can be utilized in the better performance of another role. Marks (1976) challenged the "depletion perspective as of biological necessity" and argued that in certain social interactions, like work and family interactions, energy is generated rather than depleted. He suggested that resources possessed by individuals in a role interaction situation can produce increased energy and such energy may be used for fulfilling the requirements of other roles. Similarly, positive affect earned in one role can also lead to positive affect in other life role (Greenhaus & Powell, 2006; Hanson, Hammer, & Colton, 2006). The essence of role expansion theory lies in the fact that engagement in more than one role is beneficial and not always results in detrimental outcomes.

1.3.4 Work Family Interaction and Spillover Theory

According to the spillover theory, when an individual experience conflict in job and family roles it may negatively spillover to result in psychological distress (Henceforth termed as Pull Stress). Similarly when an individual experience facilitation due to the interaction of job and family roles, it may positively spillover to result in positive psychological stress (Henceforth termed as Push Stress). The continuous negative and positive spillovers of work family interactions build up the state of push and pull stress. In this dissertation, it is assumed that it is not always necessary that negative interactions always results in pull stress and may result in no or even push stress and vice versa. It is because of the complexity of spillover process, so many

individual and contextual factors may buffer or exacerbate (Ferguson, Carlson, Zivnuska, & Whitten, 2010) in the buildup of push and pull stress.

1.3.5 Push & Pull Stress and Cognitive Activation Theory of Stress (CATS)

Stress is referred to an experienced condition when the demands of a situation supersede the perceived available resources (Lazarus, 1991). In the dissertation this definition is used to describe the negative side of stress and is termed as *pull stress.*

Stress emerges when an individual interacts with the environment (Cooper, Dewe, & O'Driscoll, 2001). When individuals interact with the environment it does not always result in situations where demands supersede the perceived resources. There are instances when resources may equal or supersede the demands of the situation. Such a positive experience is defined as *push stress* in this dissertation.

According to cognitive activation theory of stress (Ursin & Eriksen, 2004) when an individual come across a stressor repeatedly it allows an individual to adjust and organize that stimulus. Such interactions develop an "arousal" in Individuals for the purpose of removing the source of "alarm" and the alarm as well.

In instances when "arousal" is not able to eliminate the alarm or its source, it sustains the activation necessary to manage the stimulus. The appraisal of managing the stressor based on past experiences and current available resources play an important role in the development of stimulus expectancy and the outcome is pull stress. Based on cognitive evaluation about available resources and the stimuli, the individual may develop expectancies that regard to coping, hopelessness and helplessness (Meurs & Perrewé, 2011).

Cognitive activation theory of stress (CATS)can also be used to explain those instances when interaction with a stimulus evokes expectancies about the future and this process spawn learning resource for the individual (Ursin & Eriksen, 2010). Because continuous interaction with a stimulus enables an individual to learn something about it. (Ursin (1998). Based on cognitive evaluation about available resources and the stimuli, the individual may develop expectancies that regard to nurturing, hopefulness and helpfulness. This gives rise to such instances when "arousal" is able to foster the alarm thus resulting in the development of positive stimulus expectancy and the outcome is push stress.

In role combination contexts, CATS imply that work family interaction is a stimulus that is repeatedly experienced. In cases when "arousal[1]" is not able to manage such work family interactions, it results in work family conflict and the outcome is pull stress. These cases occur when expectancy about the work family interaction is based on resource scarcity.

In cases when arousal is able to manage the work family interactions, it results in work family facilitation and the outcome is push stress. These cases occur when expectancy about the work family interaction is based on resource abundance. When an individual expects that he/she possess the efficacy to fulfill the requirements of the situation, the cognitive presence of high resource perception enable an individual to experience work family facilitation.

It is worth noting that changes regarding the stimulus (i.e. Work family interaction) expectancies over time or across individuals are based upon psychological defense and distortion phenomenon (Ursin & Eriksen, 2004). In this dissertation, I have studied the "levels" of work family conflict and facilitation holistically instead of identifying specific instances that may result in work family conflict or facilitation.

1.3.6 Outcomes across Job and Family domains

Crossover process of work family interaction may also affect the attitudinal and behavioral outcomes across job and home domains (Bellavia & Frone, 2005). Work family interaction can be a positive sum game and job and family roles should be analyzed as "allies" not as "enemies" (Friedman & Greenhaus, 2000; Shein, & Chen (2011). Greenhaus and Powell (2006) explained the psychological mechanisms that can account for these beneficial outcomes. They suggested that role combination can have addictive[2], buffering and positive effects on the outcomes of different roles. The experience of work family interaction and stress develops an expectancy of individuals that drive outcomes across job and home domains (Ford, Heinen, & Langkamer, 2007). Keeping in view the crossover prospective while employing antecedent-outcome approach, motivation, performance and satisfaction across job and home domains has been studied. These outcomes are conceptualized on the basis of existing research on work family interaction and stress regarding these variables.

[1] Arousal here refers to any given incident of work family interaction
[2] Negative

1.3.7 Blue Light Muraqaba Meditation and Theory of Color and Beyond

Muraqaba is a distinct form of hybrid meditation. It means "to watch over", "to take care of", or "to keep an eye". It is defined as a "process through which an individual gives the mind a freedom to focus on a single point" (Azeemi , 2008). This type of meditation is a combination of both concentrative and mindfulness aspects of different meditation practices. In spiritualism, Theory of "color and beyond" (Rang-o-Noor), proposed by Muhammad Azeem Barkhaya renowned as Qalander Baba Aulia (1969), explains the creation and working of this universe. He suggested that the building blocks of any matter or even thoughts are based on certain colors of light. Any human being is also a composition of certain colors of light arranged in a fixed proportion. Any disturbance in human beings (physiological or psychological) is due to the disturbance in an ever flowing color of light or its proportion. Major cause of the disturbance in human beings is the bent of mind they possess. Blue light is a source of energy and it is the first material projection of colorless light. Disproportion or deficiency of blue light or disturbance in its flow is a major cause of various psychological problems. It is suggested that Blue Light Muraqaba meditation (BLMM) can help regulate the required proportions of blue light in human body and thus ensue well being.

1.3.8 Scarcity Theory and Theory of Color & Beyond

Scarcity theory suggests that human energy is limited. One important assumption in scarcity is the "entity" nature of this energy (Goode 1960). It means that human energy remains scarce at least in the short run. In work family context, fulfilling work and family responsibilities entail the consumption of available energy. Whenever one of the roles demands more energy, it must be at the cost of forgoing energy required for fulfilling the responsibilities in the other role.

On the other hand, theory of color & beyond[3] (Azeemi,2007) suggests that human beings are based on a continuous flow of colored energy rays. The recipient of these rays is a non-matter called "*Nasma"*. It is composed of astral body and the bent of mind an individual possesses. Any psychological disturbance in human beings is due to an interruption in the flow of color energy stream. There are different causes of this disruption specifically in work family interaction this generally happens when an individual possesses a "biased[4]" bent of mind. The theory suggests

[3] The following narration is based on discussion with different Sufi saints.

[4] "Biased" bent of mind means using resources to gain personal benefits. It involves putting the best of one's efforts and attaching one's mind to the wishful outcome.

that with an aid of light energy, the continuous flow of energy can be retrieved. Ideally, if we need to avoid such disruptions in future, we need to change the bent of mind.

Simply, this theory suggests that work family conflict occurs not due to the scarcity of energy but due to an interruption in its continuous flow. And if we need to manage WFC we need to retrieve the continuous flow of energy. For this purpose BLMM is proposed.

1.3.9 Expansion Theory and Theory of Color & Beyond

Expansion theory is based on abundance perspective (Marks 1977). It implies that involvement in different roles facilitate each other and does not deplete energy. It proposes that human energy is expandable and involvement in the responsibilities of different roles create energy (Siebar 1974).

In color and beyond terms, if individual possess a "neutral[5]" bent of mind, the continuous energy flow does not disturb and one is able to attract more color energy and transpire it in the execution of different human activities in work and family responsibilities. (See Azeemi,pp1-4 2007).

1.3.10 Cognitive Activation Theory and Theory of Color and Beyond

Pull and push stress occurs at the intersection of the demands of a situation and the perception of available resources. According to cognitive activation theory, the appraisal of managing the stressor based on past experiences and current available resources play an important role in the development of stimulus expectancy and the resultant pull and push stress.

Theory of color & beyond signifies the importance of "bent of mind" in the continuous flow of colored energy. It implies that when individuals employ "biased" bent of mind in the appraisal of life endeavors it will result in pull stress. And the use of a "neutral" bent of mind in the appraisal of a stimulus will reap push stress.

1.3.11 Outcomes and Theory of Color & Beyond

Motivation is the "willingness to exert energy" in a given social interaction while satisfaction is referred to a pleasant emotional state that is based upon the appraisal of one's experience (Locke,1976). On the other hand performance is based on using these resources for the fulfillment of different responsibilities. Work family interactions and the consequent stress

[5] "Neutral" bent of mind means using resources for collective benefits. It involves using of all mental, physical and psychological resources and putting one's best efforts to accomplish a task without attaching one's mind to the wishful outcome.

are predictors of motivation, satisfaction and performance across job and home domains. The commonality among these outcomes is energy. In work family contexts, these outcomes occur due to the formation, presence and the employment of this energy in the fulfillment of different roles (van Steenbergen et al. 2007).

In motivation context, this energy is formed due to positive work family interaction. In satisfaction context, such interactions develop a pleasant emotional state where this energy is felt. Similarly, in performance context, this energy is employed for the fulfillment of work and family roles. In motivation contexts, this energy is formed due to the positive work family interaction and consequent push stress. Similarly, satisfaction is a result of positive appraisal of work family interaction and push stress.

1.4 Overview of the dissertation

This dissertation validates the use of a spirituality based Blue light Muraqaba Meditation (BLMM) intervention to positively affect work family interaction, stress and job & home outcomes. The dissertation comprise of three related studies on the subject. In the first study, interrelationship among study variables is examined for the purpose of substantiating the reference points to explain the affect of meditation based intervention. The variables include two dimensions of work family interaction i.e. work family conflict and work family facilitation. Work family conflict has been studied across job and home domains i.e. work interference with family (WIF) and family interference with work (FIW). Similarly work family facilitation includes work facilitation with family (WFF) and family facilitation with work (FFW). Work family interaction has been conceptualized as an antecedent variable to stress and employee outcomes. Stress includes two types of negative and positive stress and termed as “push stress” and “pull stress” respectively. Work outcomes studied in the dissertation include motivation, performance and satisfaction across job and home domains. Work family interaction, both types of stress, motivation, performance and satisfaction across job and home domains are collectively termed as study variables. Based on literature review a holistic model for the study variables is identified. This model is operationlized into six sub models for ease of understanding. Three models regard to work family conflict, stress and outcomes while the other three models regard to work family facilitation, stress and outcomes across job and home domains. Data is collected from a sample of 291 employees of different organizations in service sector. The purpose of this study was to establish an indigenous empirical evidence on the relationship among study

variables. Structured equation modeling has been used to test six hypothesized models and validate the relationships among study variables.

In the second study, a Blue Light Muraqaba meditation (BLMM) intervention is implemented in a service sector organization to gauge its effect on work family interaction, stress and outcomes. This study integrates the conceptually rich theories of work family interaction and spirituality to propose and empirically test the possible beneficial effects of BLMM intervention on study variables. Data is collected from a sample of 60 employees through a daily diary study, using pretest posttest control group design. Multivariate analysis of variance and related procedures has been used to identify the effect of BLMM intervention on work family interaction, stress and outcomes. Empirical evidence gathered through experiment is explained in the light of first study's results and the finding from the previous research on study variables.

CHAPTER TWO

2 REVIEW OF LITERATURE

2.1 Work family Interaction

This part of literature review starts with a brief review of underlying theories of work family interaction. Then, keeping in view the theories of work family interaction, an extant review is given for work family conflict and work family facilitation. Key attributes regarding various dimensions of work family are explored. Finally perspectives on work family interaction are discussed in the light of conservation of resource (COR) and expansion theories.

Work-family interaction has two mutually exclusive dimensions i.e. work-family conflict & work-family facilitation (Maetrz & Boyer, 2011). Many disciplines have contributed to our current understanding of work family interactions. Research in management, psychology, sociology, health, gender and family studies is shaping a new face of work family interaction (Geurts & Demeroutin, 2003). Work and family interaction (WFI) has been a subject of interest to large number of researchers in the domains of psychology and management. Increased interest of researchers in the study of the work-family interface is due to the fact that change in social & economic environment has been reshaping the structure of work and family roles. Various demographical and organizational factors are reshaping the nature of individuals' life roles (Shein, & Chen, 2011). Rise in dual earner couples, dual jobs, de-jobbing, changing dynamics of labor force participation, and changing traditional gender roles in family responsibilities have attracted the researchers to study the dynamics of work family interaction.

Role , scarcity and expansion theories have been playing a key role in the development of literature in work family interactions. "Role theory" of Kahn, Worlfe, Quinn, Snock, & Rosenthal (1964) suggests that participation in job and family roles can result in conflict and facilitation for organizational members. Multiple roles, due to conflicting or supplementing demands can lead to inter-role conflict and facilitation respectively.

Similarly, scarcity theory assumes that individuals have limited resources and the demands of multiple roles could deplete the individual's resources. Goode (1960) suggested that involvement in multiple roles is a cause of resource depletion. The depletion of these resources can result in inter- role conflict. A basic assumption in this theory is that there is a tradeoff in the use of resources between two role and expending resources on one role cannibalize resources available for another resource.

On the other hand, Siebar (1974) & Marks (1977) challenged the scarcity theory and suggested that involvement in multiple roles present benefits that may offset its cost. Furthermore, Marks's expansion theory (1977) suggest that when individuals involve in multiple roles, they can compensate their self for failure in one role by employing successes in another role. He postulated that skill, knowledge and attitude earned in one role can be utilized in the performance of another role. Similarly, positive affect earned in one role can lead to positive affect in other life role (Greenhaus & Powell, 2006; Hanson, Hammer, & Colton, 2006).

2.1.1 Work family Conflict

Work-family conflict has been conceptualized as an inter-role experience where the demands of/participation in one role impede the execution of another role (Greenhaus & Beutell, 1985). The nature of the construct is conceptualized as level or episode.

Scarcity theory on human energy posits that personal resources of time, energy, and attention are limited. When individuals expend personal resources to one role necessarily implies that fewer resources can be spent on another role (Greenhaus & Beutell, 1985; Marks, 1977). A basic assumption in this theory is that there is a tradeoff in the use of resources between two roles and expending resources on one role tends to have a negative effect on the other role. Role theory and identity theory of conflict suggests that individuals possess certain life roles (i.e., work–family roles) that may conflict, thus creating a "spillover" effect (Thoits 1991).

Similarly, Edwards and Rothbard (2000) proposed the resource drain model to explain conflict between two life roles. It posits that individuals have limited resources (e.g. time, and energy) and when resources are expended on one role, it leaves less or no resources for performing the other role. Resource drain thus becomes a key source of conflict between roles. It is consistent with the earlier conceptualizations proposed by Greenhaus & Beutell, (1985, p. 77) as they define inter-role conflict as a situation "in which role pressures from [two] domains are mutually incompatible in some respect". Past research has largely focused upon the role conflict between work and family roles (Hecht & McCarthy, 2010). Greenhaus & Beutell, (1985) and Kossek & Ozeki, (1998) have conceptualized that the level of family roles conflicting with job (FIW) is different from the level of job conflicting with family (WIF) roles. Work family conflict (WFC) has two directions i.e. WIF & FIW (Frone, Russell, & Cooper, 1992, Netemeyer , McMurrian, & Boles 1996).

Various researchers have identified different types of conflict as well. van Steenbergen, Ellemers, Mooijaart, (2007) and Greenhaus, (1988) propose that Inter role conflict can be strain, behavior, time, and/or psychologically based. Strain-based conflict refers to situations when strain of one role (e.g. Job) impedes the execution of other role (e.g. family). When time spending on one role spares limited or no time for the execution of the other role, such situations cause time based conflict. Similarly, the behavioral conflict arises in situations where the behavior exhibited for fulfilling the requirements of one role makes it hard to exhibit a different behavior for satisfying the requirements of other role. Finally, psychological conflict happens when one is psychologically occupied with the first role while carrying out the responsibilities of second role. Casper, Lockwood, Bordeaux, and Brinley, (2005) suggest that the types of conflict mentioned above have explicitly different relationships with predictor and outcome variables.

2.1.2 Work-family facilitation

Work-family facilitation, is an inter-role phenomenon where the demands of/participation in one role facilitate the execution of other role (van Steenbergen, Ellemers, & Mooijaart, 2007; Wayne, Musisca, & Fleeson, 2004).

The positive side of work family interaction is far less researched as compared to the exploration of negative features (Hecht & McCarthy, 2010). Growing interest in the exploration of positive organizational behavior (e.g. Luthans & Youssef, 2007; Seligman, 2002) has lead to the study of positive interdependencies of work and family interactions (Hanson et al., 2006).

Marks's (1977) idea of abundant expandable human energy that is transferable across roles lead to the development of expansion theory. It suggests that role interactions provide an opportunity to increase energy that is generated when individuals participate in fulfilling the requirements of different roles. Simply, the participation in one role could also have a positive effect on the performance of other role. Marks challenged the "depletion perspective as of biological necessity" and argued that in certain social interactions, like work and family interactions, energy is generated rather than depleted. He suggested that resources possessed by individuals in a role interaction situation can produce increased energy and such energy may be used for fulfilling the requirements of other roles. This is similar to recent conceptualizations of enrichment (Greenhaus & Powell 2006) and facilitation (van Steenbergen et al. 2007).

Sieber (1974) identified that involvement in different roles does not always result in role conflict and subsequent role strain. He emphasized that role accumulation, offset the possibility

of stress related to the involvement in different roles. Super (1940; 1990), also suggest that it is not always necessary that involvement in different roles result in role conflict. Though he approved the possibility for conflict (1980), yet he also believed in the positive aspects of the intermingling of different life role (e.g. work and family). About 70 years ago, she was probably the first to theorize that different role interactions could also be supplementary.

The essence of role expansion theory lies in the fact that engagement in more than one role is beneficial and not always results in detrimental outcomes. Positive side of role interaction has been studied from different perspectives e.g. Role combination (Van Steenbergen et al. 2007; Barnett & Hyde, 2001), role accumulation (Marks, 1977; Sieber, 1974), and role enrichment (Rothbard, 2001; Greenhaus and Powell, 2006).

Role combination is strongly related with organizational commitment, satisfaction and growth (Kirchmeyer, 1992), and health (Moen, Dempster-McClain, & Williams, 1992). Work family interaction can be a positive sum game and job and family roles should be analyzed as "allies" not as "enemies"(Friedman & Greenhaus, 2000; Shein, & Chen 2011). Greenhaus and Powell (2006) explained the psychological mechanisms that can account for these beneficial outcomes. They suggested that role combination can have addictive, buffering and positive effects on the performance among different roles. The current study explores the positive effects of role combination. Positive effects mechanism refers to concepts such as work-family facilitation, enhancement, positive spillover, and enrichment.

Different definitions have been proposed to specify facilitation. Research into the dynamics of work-family facilitation has attracted many researchers (e.g. Barnett & Gareis, 2006; Barnett & Hyde, 2001; Edwards & Rothbard (2000). It is defined as "the experience that participation in one role is made easier or better by virtue of participation in another role" (van Steenbergen, Ellemers, & Mooijaart, 2007; Wayne, Musisca, & Fleeson, 2004). It is also defined as "a form of synergy in which resources associated with one role enhance or make easier participation in the other role" (Voydanoff, 2004, p. 399) "the extent to which participation in one role is made easier by virtue of the experiences, skills, and opportunities gained or developed in another role" (Frone, 2003 p.118), and "the extent to which participation in one role is made better or easier by virtue of participation in another role" (Wayne et al., 2004, p. 109). Role expansion theory (Marks,1977) has remained a powerful explanation of facilitation across work and family roles (van Steenbergen, Ellemers, & Mooijaart, 2007). As mentioned earlier, the basic

notion of role expansion theory lies in the assumption that involvement in multiple roles provide abundant and expandable energy that facilitate in the performance of multiple roles. The concept is still in the development phase and more and more research on the topic is urged. The concept is similar to the concept of positive spill over that evolved with the role theories of conflict (Kahn et al., 1964; Katz & Kahn, 1978) and enrichment (Greenhaus & Powell, 2006). But is conceptually and empirically different (Hanson et al., 2006) (See for a review; Grzywacz, Carlson, Kacmar, & Wayne (2007); Wayne, Grzywacz, Carlson, & Kacmar (2007).

In conformance with earlier research, (Carlson, Kacmar, Wayne, & Grzywacz, 2006; Grzywacz & Butler, 2005; Wayne et al., 2004), "facilitation" has been conceptualized as a distinct and independent construct. It is not directly related with conflict and not a bipolar end of conflict and can be experienced at the same time. I partially agree with van Steenbergen et al. (2007), that facilitation should be regarded as the conceptual counterpart of conflict, but I do imply that facilitation and conflict may have "similar" or "different" antecedents and outcomes. Concepts like enhancement, positive spillover & enrichment also refer to the positive side of role combination. Enhancement is a broad construct and focuses upon the resources and experiences that transfer from one domain to another. Positive spillover is based on homogeneity of roles and enrichment is largely based upon the judgment of role combination situations. Specifically, facilitation is a narrower construct and is different from other positive constructs because it emphasize on the experience of one role that enable an individual to positively contribute in the performance of another role.

Different interactions have been studied in the domain of facilitation, like WFI (e.g. Greenhaus & Powell, 2006), and life interactions (e.g., Kirchmeyer, 1992; Tompson & Werner, 1997). It has been identified that inter-role facilitation is a bidirectional construct (e.g., FFW & WFF (e.g., Grzywacz & Marks, 2000; Kirchmeyer, 1992; Wayne, Grzywacz, Carlson, & Kacmar, 2007). According to Van Steenburgen et. al. (2007) WFF has different dimensions (i.e. energy, time, behavior, and psychological) and significant correlations exist between different facets of facilitation, (e.g., Innstrand, Langballe, Espnes, Falkum, & Aasland, 2008; van Steenbergen et al., 2007; Wayne, Musisca, & Fleeson, 2004). Facets of facilitation are related to domain-specific antecedents and outcomes (e.g. Byron, 2005; Ford, Heinen, & Langkamer, 2007; Wayne et al., 2007). However recent meta analysis by Shockley, & Single (2011) support the source attribution perspective instead of domain specificity. Facets of facilitation exhibit

similar relations with some antecedents, including personality traits (Boyar & Mosley, 2007; Hecht & McCarthy, 2010; Wayne et al., 2004) and coping (Byron, 2005). The facets also have similar relations with some outcomes, including satisfaction (van Steenbergen et al., 2007) and commitment (Wayne, Randel, & Stevens, 2006).

2.2 Dimensions of work family interaction

It has been emphasized by van Steenbergen et al. (2007) that four dimensions (i.e. energy, time, behavior, & psychological state) of work family interaction should be studied together for understanding the phenomenon through which role combination result in facilitation or conflict. These dimensions exist in the both directions of positive and negative WFI. Energy (strain) domain suggests that energy or relaxation obtained in one domain can positively serve in the execution of another role. Time is not a scarce but a fixed resource (Marks, 1977) and individuals by their own set of preferences can designate time to the execution of different roles. Effective time management in one domain serves better to manage time in another domain. For instance if one completes assignments in time at work, this habit serve better to complete home responsibilities in time as well. Similarly if one use time more effectively at home one will also use time more effectively at work. Previous research agrees with the explained phenomenon (e.g., Ruderman, Ohlott, Panzer, & King, 2002; Hochschild, 1997). Van Steenbergen et al. (2007, p.279) define time based facilitation as occurring "when the time devoted to one role stimulates or makes it easier to effectively manage and use the time in another role".

Previous research (e.g. Greenhaus & Powell, 2006; Hanson et al., 2006; Ruderman et al., 2002) emphasize that skills and behaviors learned in one role may have supportive effects on the performance of other role. Behavioral facilitation occurs when "behavior required or learned in one role makes it easier to fulfill the requirements of another role" (Van Steenbergen et al. 2007).

Lastly, psychological facilitation occurs in circumstances when positive psychological state earned due to one role is carried forward for the performance of another role. (Van Steenbergen et al. 2007). The model of combined effects of conflict and facilitation suggests that they are independent and additive (e.g., Frone, 2003; Grzywacz & Marks, 2000). Frone (2003) argued that work–life balance is a result of lack of conflict in conjunction with the presence of facilitation. According to this additive model, conflict and facilitation are orthogonal constructs and they make separate contributions to the feelings of well-being. The contribution of conflict is

negative, and the contribution of facilitation is positive. Available evidence also supports this model (e.g., Butler, 2007; van Steenbergen et al., 2007; Voydanoff, 2005; Wayne et al., 2004).

2.3 Perspectives on work family interaction

2.3.1 Domain specificity versus Source attribution

Shockley and Singla (2011) cited the previous research and identified a popular notion of domain specificity that suggests "predictors of WIF or WFF exist in the work domain, while the predictors of FIW or FFW exist in the family domain. Similarly, consequences of WIF or WFF transpire in the family domain, whereas consequences of FIW or FFW influence the work domain". In other words, predictors stem from the originating role domain, and consequences are from the receiving role domain.

Based on Frone, Russell, and Cooper, (1992) model, work–family literature, often assume that predictors and consequences of work family interaction are domain specific. However, growing evidence indicates that it may not hold true in all situations. Shockley and Singla (2011) meta analyzed the previous research and identified that with regard to WFC, WIF was more strongly related to job satisfaction than family satisfaction, and FIW was more strongly related to family satisfaction than job satisfaction. These results hold even when including job and family stress in the model as controls. They identified that "despite the dominance of the domain specificity perspective in the literature, the findings are collectively consistent with the source attribution idea". They concluded that for WFC, domain specific effects do occur but source attribution effects are simply more pronounced. For FWF, the pattern of relationships shows very little support for domain specificity for both directions (i.e. WFF and FFW). Shockley and Singla (2011) identified that there is extensive evidence that affective reactions to WFF occur mostly in the originating domain.

2.3.2 Levels versus Episodes

Casper et al. (2007) identified that majority of empirical studies in the area were survey based (eighty five percent) and correlational (eighty nine percent), focusing on people's "levels" of WIF and FIW and relationships between these levels and other constructs. However, there is a distinct "episodes approach" that defines WF conflict as an incident or occurrence (Maertz, Boyar, 2011). Ease o sample design, data collection, analysis and generalization are the key advantages of "level approach."On the other hand "episode approach" facilitates in the determination of causal relationship over time (Judge, Ilies, & Scott, 2006).

2.4 Stress

This part of literature review starts with a review of different perspectives of research in the domain of stress. Then different historical approaches to stress are discussed. The challenges in the research on stress are explained in the light of cognitive activation theory (CAT). A new concept of "push' and "pull" stress is emphasized for the study of stress in the domain of work family interaction. Finally based on "COR" "scarcity" and "expansion" perspective the relationship between work family interaction and stress has been hypothesized.Since several decades, the topic of stress has been of significant importance for academicians and practitioners (Meurs &Perrewé, 2011). Work stress has been strongly related to various organizational outcomes like absenteeism, performance, satisfaction and effectiveness. (Burnard, Edwards, Fothergill, Hannigan, & Coyle, 2000).

The Research on stress has used varying perspectives i.e. Stress as positive or negative construct depends upon the level and longevity of stressors (Cannon, 1932: Elliott & Eisdorfer, 1982; Selye, 1951-1956, 1974). Over the past three decades the definition of Lazarus & Folkman, (1984) have influenced the research in the area. They define stress as an experienced condition or feeling that result when requirements of a situation exceed the available resources and thus defy the wellbeing of an individual. This definition of stress had provided an explicit guideline to study the process of interaction of an individual with the environment (Cooper, Dewe, & O'Driscoll, 2001). As a consequence of this widely accepted notion, previous research has largely focused on studying the downside of stress, the positive or adaptive side of the process is largely ignored (Meurs & Perrewé, 2011). It has been emphasized by various researchers (e.g. Seligman & Csikszentmihalyi, 2000; Meurs & Perrewé, 2011) that the positive side or adapted effects of stress should be studied. It has been called to study the different aspects of stressful experiences that may lead to individual growth and make life worth living (Meurs & Perrewé, 2011; Macik-Frey, Quick, & Nelson, 2007; Macik-Frey et al., 2009; Avey, Luthans, Smith, & Palmer, 2010).

2.4.1 Approaches to stress

Approaches to the study of stress used by various organizational researchers include: Systematic Stress (Selye 1976), based on physiology and psychobiology; Cognitive stress (Lazarus 1991; 2000), transactional model of psychological stress based on cognitive psychology; resource theories of stress (Hobfoll's 1989; Hobfoll & Freedy, 1993), conservation

of resources (COR) theory, the model of effort–reward imbalance (ERI) Siegrist (2001), the demands–control model of job stress by Karasek (1979) and Cognitive Activation Theory (Ursin & Eriksen, 2004; Meurs & Perrewé, 2011). Historically the research on stress has been focused on evaluating the negatives and adaptive or positive outcome of stress are largely ignored. This demands that stress should be studied in entirety to better understand the experience of stress.(Meurs &Perrewé,2011).

This research uses a theoretical lens of cognitive activation theory (CAT) to study positive and negative stress and its relationship with work-family interactions and job and home attitudes and behaviors. Balance models of resources have been unable to identify and explain the impact of past experiences of a present stressful situation and the duration of stress encounters. However the importance of past experience with regard to present stressful situation has been emphasized by various researchers (e.g. Meurs &Perrewé,2011; Daniels, Harris, & Briner, 2004; Warr, 2006). Duration of stress recovery is also gaining attention in recent literature (e.g. Sonnentag, Perrewé, & Ganster, 2009). Anticipation and expectation of future in a present stressful situation plays a vital role in predicting the possible future outcome. CAT provides a possible explanation of the existence of positive and negative stress keeping in view the expectancy theory of motivation.

At individual level, the outlay of continued stress has increased the probability of morbidity and mortality (Siegrist, 1998). Due to increased awareness about the negative consequences of stress, employees have become more interested in stress management training and even have started avoiding stress oriented occupations (Salazar & Beaton, 2000). Employees also perceive occupational stress as a risk to good quality of life (Danna & Griffin, 1999; Dyck, 2001). Furthermore, occupational stress also represents a possible loss of human capital for organizations as best performers withdraw their selves from working in highly stressful occupational domains.(Cartwright & Boyes, 2000).

Selye's (1956) landmark "Stress of Life" and "Yerkes Dodson Law", have gained overwhelming followership (Benson & Allen, 1980; Certo, 2003). However it is interesting to note that in most cases these ideas are blindly followed and it is assumed without significant empirical support that low and high levels of stress do not lead to high performance and organizations should look for reasonable levels of stress to improve performance. Inverted-U relationship between stress and performance is prone to certain weaknesses. Past research did not

support the inverted u-shape relationship and little empirical evidence is available to validate the relationship (Beehr,1985; Teigen, 1994; Benson and Allen, 1980; Certo, 2003).

Selye (1964) conceived the idea of stress to explain the physical and psychological reaction of individuals to undesirable situations. Physics (Engineering) is the originating domain of the word "stress" that is used to explain a force which causes deformation in matter. The engineering term "strain" describes the actual deformation of a body under a given stress. The term "strain" should be ideally used as a resulting response to stress. But clear distinction has not been made between stress and strain in psychological and management literature. The nomenclature in the field of stress is still inconclusive (Levi, 1998).

Based on Selye (1974), the term "stressor" is usually used to describe the external pressure acting on the individual. The term "stress" is usually used to describe the resulting reaction to external pressure. This conceptual background is approved by various researchers (e.g. Code & Langan-Fox, 2001; Maslach & Goldberg, 1998; Maslach, 1998). However, few researchers have used "stress" to describe external influence and "strain" to represent the resulting reaction (e.g. Edwards, 1998). Interestingly, others have used the term "stress" as an umbrella to explain the holistic process of stressor, stress and outcomes. (e.g. Deary, Egan, Gibson, Austin, Brand, & Kellaghan,(1996). All this has caused a confusion to distinguish between predictors and outcomes.(Cooper, 1998).

Different domains of knowledge have contributed to the current understanding of psychological and physiological stress. Each domain uses a different approach towards studying stress and this has also added to current complications regarding the construct. (Cummings & Cooper 1998).More interdisciplinary research endeavors are required to fulfill this gap in the development of a coherent theory of stress. I, for the purpose of current thesis use the term "stressor" for predictor variables (i.e. Work family Interaction WFI) and "stress" as a reaction to stressors.

2.4.2 Push & Pull Stress

Stress, in this dissertation, is being categorized as "push stress" to describe the negative side of stress (i.e. distress) and another engineering term "pull stress" is used to explain the previously known positive side of stress i.e. "eustress". Earlier conceptualizations have used the terms distress or eustress, some researchers have used other terms like challenge & hindrance stress (i.e. Lepine, Podsakoff, & Lepine, 2005). The proposed Push and pull stress

conceptualization have some similarities and differences with earlier conceptualizations. First the similarity among the three(i.e. distress & eustress, challenge & hindrance, push & pull), all three conceptualizations regard to negative & positive sides of stress respectively. The second similarity lies in the fact that all three constructs explain two distinct types of stress. But the rationale of using the term "pull" and "push" stress is based on following operationalization.

First difference of current and previous conceptualizations lies in the way stress is defined. When stress is defined as "distress" or "eustress" it regards to a function and an experienced condition. Push & pull conceptualization of stress is defined as a "perception and as a process not necessarily as a felt condition or function". Secondly, the focus of challenge & hindrance studies is wide & broad to identify that how people interpret different stressor. The focus of push & pull stress is specific and is to identify how people interpret different role interactions. Thirdly, this conceptualization is not based on gradual levels of stress, rather it is postulated that push stress is one of the antecedents of pull stress. Push stress is an energy that when perceived as depleting result in pull stress and when perceived as ever flowing, it results in positive consequences. Finally, these terms are originated from the core domain (physics) of the word "stress".

Current stress conceptualization is based on the view that Push stress should be explained in the light of motivation theories while pull stress should be explained on the basis of general stress theories especially cognitive activation theory. I hope that future researchers should investigate the construct on these lines to further refine the proposed construct.

In summary, push and pull stress are conceptualized as different and distinct from each other and does not lie on the same continuum. Each has a unique relationship with the stressor. Push stress is primarily an outcome of positive perception about role interactions and pull stress is primarily a consequence of negative perception about role interactions. Both can coexist at the same time due to the varying stressors affecting simultaneously. How individuals react to a stressor depends upon their evaluation of stressor. Different theoretical approaches have been used to explain the phenomenon like P-E fit theory (Edwards et al., 1998), Cybernetic theory (Cummings and Cooper, 1998), Control theory (Spector, 1998) and conservation of resource theory (Hofball, 1989) and more recently cognitive activation theory (Meurs & Perrewé, 2011). P-E fit theory explains that the incongruence between a person and their environment, becomes a

cause of stress. P-E fit theory suggests that the degree of incongruence is the defining ground for stressor and stress is the outcome of it.

Hobfoll (1989, 2001) suggests that interaction with a stressful situation depletes the available resources for an individual. The COR model describes what people do when they confront with a stressful situation. The explanation of the COR model as cited by Lieke, Brummelhuis, Claartje, Hoeven, Bakker & Peper (2011 p.2) is ". . . *that people strive to retain, protect and build resources and that what is threatening to them is the potential or actual loss of these valued resources*". *Resources include objects, personal characteristics, conditions, or energies that are valued by the individual".*

Stress occurs when people engage in a situation that requires many such resources and return on resources invested is negative or when many resources must be invested to prevent resource loss. The negative relationship between stress and loss of resources is explained as a loss cycle (Lieke et al. 2011; Demerouti, Bakker, & Bulters, 2004).

2.4.3 COR perspective, stress and work family interaction

Innstrand et al. (2008) explain that COR perspective encompasses several theories of stress. COR theory explains that individuals try hard to acquire, preserve, guard, and nurture valuable resources. Hobfoll (2001) explored seventy four work and non-work resources and categorized them into 4 groups. These resources include objects, conditions, personal characteristics, & energy. He concluded that stress occurs in instances where these resources are threatened, lost or do not provide the expected result.

Work family conflict (WFC) is strongly related with occupational stress (Bruck & Allen 2003). Kossek and Ozeki (1999) meta analysis results confirm high correlations between WFC and stress. Kinnunen, Feldt, Geurts, & Pulkkinen, (2006) suggest that WFC and FWF are related to stress. The COR theory also explains the phenomenon that in situations when people are not exposed to stress they tend to accumulate the inventory of resources to tackle the anticipated or unanticipated stressful situations (Hobfoll, 2001). In the present study, I regard FWF as a source of building surplus resources that pushes the individual for resource accumulation. The existence of FWF results in a unique kind of stress named in the current thesis as "push stress".

In most of the previous studies stress is considered as an antecedent variable predicting WFC and FWF. In contrast, the current study uses a stressor – stress- outcome path to explain the relationship among study variables. Stress is conceptualized as a "state" variable resulting

from role interaction between family and work. Work family conflict is a known stressor and past research has been consistent about the negative relationship between both directions of WFC and negative stress (e.g. Bacharach, Bamberger, & Conley, 1991; Bolino, Turnley, Gilstrap & Suazo, 2010; Bruck & Allen, 2003; Doby & Caplan, 1995; Fritz & Sonnentag, 2007; Lourel, Ford, Gueguen, Hartmann & Gamassou, 2009). Based on these researches it is inferred that

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H1a: Work family conflict (WIF) and family work conflict (FIW) will be negatively related to push stress and positively related to pull stress.

H2a: Work family facilitation (WFF) and Family facilitation with work (FFW) will be positively related to push stress and negatively related to pull stress.

2.5 Outcomes of work family interaction and stress

This part of literature review briefly explains the nature of outcome variables. Relevant past research on motivation, performance and satisfaction is identified to establish the relationship among work family interaction, stress and outcomes.

2.5.1 Motivation

Motivation is a multidimensional construct and has been used in different contexts. In the study of stress, it has been used as an antecedent variable (e.g. Lieke et. al.2011; Ryan & Deci 2000b; Ryan & Deci, 2001; Sheldon & Kasser, 1995), and also as an outcome variable (e.g. Jamal & Badawi 1995; Lepine et al. 2004; Fritz & Sonnentag, 2007). In this study motivation at job or at home is conceptualized as an outcome of work family interaction and related stress. No specific research has been conducted through which the interrelationships among work family interaction (stressor), push and pull stress and motivation to work at job and at home can be explained. Theories of stress and motivation are unable to develop a clear distinction between the two constructs and should be integrated (Perrewe´ & Zellars, 1999). Lepine et al. (2004) suggests that future research on the interaction of stress and motivation is highly desirable.

Crossover process of work family interaction affect the attitudinal and behavioral outcomes across job and home domains (Bellavia & Frone, 2005). Based on previous research specifically Fritz & Sonnentag, 2007; Lepine et al. 2004; Jamal and Badawi, 1993, where they took motivation as an outcome variable of stressor and stress, it is inferred that

- *Work family interaction and stress are significantly related to motivation.*

H1b: WIF and FIW will be negatively related to motivation at job.

H1c: Push stress will be positively related to motivation at home and at job.

H1d: Pull stress will be negatively related to motivation at home and at job.

Work family interaction can be a positive sum game and job and family roles should be analyzed as "allies" not as "enemies" (Friedman & Greenhaus, 2000; Shein, & Chen (2011). Greenhaus & Powell (2006) explained the psychological mechanisms that can account for these beneficial outcomes. They suggested that role combination can have positive effects on the outcomes of different roles. I expect that when work facilitate in the fulfillment of family responsibilities, or family facilitate in the execution of work responsibilities, it may develop a positive drive towards work and an individual is motivated to fulfill the job responsibilities. So it is expected that

H2b: WFF and FFW will be positively related to motivation at job.

2.5.2 Performance

Little past research has identified the interrelationships among work family interaction (stressor), push and pull stress and role performance at job and home. Based on published research on work family interaction (e.g. Gilboa, Shirom, Fried, & Cooper (2008); and research on stress (e.g. Jamal, 2007; Lepine et al. 2004; Beehr, 1985; Jex, 1998; Sullivan & Bhagat, 1992; Beehr, Jex, Stacy, & Murray, 2000; Fox, Spector, & Miles, 2001; Jex, 1998; Villanova, 1996; Stamper & Johlke, 2003; Halkos & Bousinakis, 2009; Hunter & Thatcher, 2007), it is hypothesized that

- Work family interaction and stress are significantly related to performance.

H3b: WIF and FIW will be negatively related to performance at home and at job. Such as WIF will be significantly related to home performance and FIW will be significantly related to job performance.

H4b: WFF and FFW will be positively related to performance at home and at job. Such as WFF will be significantly related to work performance and FFW will be strongly related to home performance.

H3c: Push stress will be positively related to performance at home and at job.

H3d: Pull stress will be negatively related to performance at home and at job.

2.5.3 Satisfaction

Satisfaction is referred to a pleasant emotional state that is based upon the appraisal of one's experience (Locke ,1976) . It is generally understood as a multidimensional construct and

may regard to job, home, life, supervisor, peers & compensation (Kinicki, McKee-Ryan, Schriesheim, & Carson,2002). It is mapped onto a continuum ranging from highly unsatisfied to highly satisfied and have cognitive, affective and behavioral components (Hulin & Judge 2003).

Social Exchange Theory (Thibaut & Kelley, 1959), Theory of Psychological Contracts (Rousseau, 1989), and the Norm of Reciprocity (Gouldner, 1960), explain the individual's attitude towards the work in organizations or at home. Perception regarding work (job or home) being conducive or disadvantageous in creating positive work environment determine the subsequent attitudes like satisfaction. Conducive interaction with the job and family environment would thus be reciprocated by positive attitudes like satisfaction.

Various studies have identified a positive relationship between FWF and satisfaction at job and at home. Previous studies also confirm negative relationship of satisfaction with WIF and FIW components of WFC (e.g. Boyar & Mosley, 2007; Wayne, Musisca, & Fleeson, 2004; Gordon, Whelan-Berry, & Hamilton 2007; Van Steenbergen et, al. 2007). Significant cross-domain effects between the directions of WFC& FWF have been found with job and home satisfaction (Carlson & Kacmar, 2000; Carlson, Kacmar, Wayne, & Grzywacz, 2006; Michel, Mitchelson, Kotrba, LeBreton, & Baltes, 2009; Ng & Feldman, 2008; Wayne, Musisca, & Fleeson, 2004). Carlson, Kacmar, Wayne, and Grzywacz (2006) suggest that when resources acquired in the family domain enhance an individual's functioning in the work domain, the individual acknowledges the source of the benefit or loss and thus experiences greater/lesser satisfaction with the domain seen as providing the benefit/loss. Shockley and Singla (2011) identified that there is extensive evidence that affective reactions to WFF and WFC occur mostly in the originating domain. Consistent with these studies it is hypothesized that

- *Work family interaction and stress are significantly related to satisfaction*

  H5b: WIF and FIW will be negatively related to satisfaction at home and at job. Such as WIF will be significantly related to home satisfaction and FIW will be significantly related to job satisfaction.

  H6b: WFF and FWF will be positively related to satisfaction at home and at job. Such as WFF will be significantly related to work satisfaction and FFW will be strongly related to home satisfaction.

Based on previous research (e.g. Lourel, Ford, Gueguen, Hartmann & Gamassou, 2009; Stamper & Johlke, 2003; Halkos & Bousinakis, 2009) it is projected that

H5c: Push stress will be positively related to satisfaction at home and at job.

H5d: Pull stress will be negatively related to satisfaction at home and at job.

2.6 Meditation

First, definition, types and components of meditation practice are described. Next, the empirical literature on the effects of meditation training is reviewed. Second, the possible effects of meditation are integrated with theories of work family interaction, stress and outcomes to establish experimental hypothesis.

Meditation is of great interest to academicians and researchers across different domains of knowledge particularly psychology, neurology and medicine; However research on meditation based interventions in the organizational domain is in infancy. Meditation includes a family of practices geared to the development of spiritual well being but the effects of meditation cannot be restricted to spiritual well being. It is believed to be helpful in nurturing psychological and physical well being as well.

The definition of meditation is type and context specific like Transcendental Meditation (TM) is explained as a mental procedure through which cognition is organized with close eyes while being awake (Schmidt-Wilk, 2000). On the other hand mindfulness meditation includes "samatha" (concentrative) and "vipasayana" (insight) meditation (Van den Hurk et al (2009). From a psychological perspective, mindfulness meditation is the lucid observation of the continuing stream of thoughts without judgment (Baer, 2003; Falkenstrom, 2010; Thompson & Waltz, 2010). Brown and Ryan (2003) state mindlessness meditation as "rushing through an experience without noting sensory information as it arises". Generally mindfulness meditation include two activities i.e. attention and awareness. To, many researchers, as cited by Brown, Ryan, and Cresswell (2007) these activities mean "bare" attention (Gunaratana, 2002; Nyanikonika, 1973) and "lucid" awareness (Das, 1997; Gunaratana, 2002; Sogyal, 1992).

Zen Meditation is another type of meditation that is influenced by Buddist and Touist preaching, it develops a state of mindfulness (Brenner, 2009; Grepmair, Mitterlehner, Loew, Nickel , 2007). It is explained as a "purposeful" and "non-judgmental" attention while using a particular approach (Kabat-Zinn, 1994, p.4). Core components of Zen meditation include attention and awareness (Austin, 1999).

Vipassana meditation is an ancient technique rediscovered by Siddharta Gautama, the Buddha 2500 years ago is termed as a "mental exercise"(Marques, Dhiman & King,2009). It is not a practice but a way of life as tagged by Adhia, Nagendra and Mahadevan (2010), as they conceptualize Yoga philosophy as parenthood of TM and Vapassana. Other techniques like laughing meditation (Sutoris, 1995) are considered as an exercise that is "very therapeutic" (Sutoris, 1995).

Muraqaba meditation is sourced from Islamic Sufism literature and can be defined as concentrative mindfulness meditation. It is largely perceived as a practice to enlighten soul and practiced to gain spiritual well being.

From a psychological perspective, meditation includes a set of self managed practices that focus on attention and awareness processes through which mental control is achieved. Behavioral perspective on meditation is centered around specific effects of meditation such as "concentration", "relaxation", "awareness", "suspension of logical thought processes", and "maintenance of self-observing attitude"(Carlson , Speca, & Patel, 2003) From a more general perspective, meditation is a process of sustaining and nurturing alertness while reducing routine mental activity. It is an experience of self discovery through self managed exercises (Chang & Chiung, 2001).

2.6.1 Components of Meditation practice

Using a systematic approach, Cardoso et al. (1995; 2004) explain that any practice regarding meditation must include (1) an objective technique (2) use of a relaxation exercise (3) neutral observation (4) self induced state (5) the use of self focus skill or an anchor that supports attention. Ospina et al. (2007) investigated a working definition of meditation by expert surveying and propose that meditation is characterized as a practice that uses a defined technique, involves logical relaxation, and engagement in a self induced state or mode. The findings reveal that generally meditation practices have an embedded religious, spiritual, and philosophical context. Furthermore it can involve a state of psychophysical relaxation, mental silence, and altered state of consciousness.

Most general features of meditation include breathing, mantra, posture, relaxation, focus of attention and its object, spiritual belief and time schedule.

2.6.1.1 Breathing& Posture

Breathing exercise in meditation can be of two types i.e. active or passive. Meditators do not exert conscious control over inhalation and exhalation in passive breathing. On the other hand, active breathing involves controlling the way oxygen is inhaled through mouth or nostrils. The time used in inhaling and exhaling is generally specified in descriptive terms (e.g. inhale quickly and retain for some time and then exhale). Depth of breathing is also specified, generally most of the meditation practices suggest deep breath. Majority of the meditation practices suggest a certain physical stance (e.g., sitting, standing, dancing, or some time advised "keep your back straight and sit in a relax posture without stretching your neck".

2.6.1.2 Mantra or Verses

A key feature in meditation practice is the use of a mantra or verses. A mantra/verse can be a sound, word, or phrase that may be chanted loud or recited silently. Repetition of mantra/verse is of significant importance and the tone is also specified. It is also considered as method of developing concentration. Usually these mantras and verses are attached with some spiritual or religious belief or may not be related to any tradition.

2.6.1.3 Relaxation

Every meditation practice starts with a relaxation exercise and meditation itself is generally considered to be a form of relaxation. But meditation practice cannot be restricted to merely relaxation. Apparently, in most of the meditation practices it looks like that one is doing nothing but in reality, meditation includes the use of attention for increasing awareness. Most importantly, in spiritualism, meditation is the only source of divine information.

2.6.1.4 Attention and its object

The use of object can be external (e.g. mandala, candle, flame, sky, tip of the nose) or internal like (word, phrase, internal sensations, image or some imagination process).

2.6.1.5 Spirituality and belief

Most of the Spirituality belief systems and related guidelines are based on metaphysical and para-psychological concepts and are not scientifically validated. However, certain recent theories of spirituality (e.g. theory of color and beyond) are paving their way to scientific validity.

2.6.1.6 Training

Gaining mastery in meditation practice requires certain recommended frequency and time duration. But in most of the meditation trainings, the time frame in which mastery is achieved is

not specified. In some empirical tests a meditation of four weeks is generally found effective for beginner meditators. However the time required to achieve mastery has been recommended in descriptive phrases like “it takes years” “the more time you spend on meditation you will be better off in comparison with those who spend less time”

2.6.1.7 Time schedule

Timings are not considered important in some of the meditation practices and meditation can be exercised virtually any time. However in most of the meditation practices timings and regularity is emphasized. Generally time before sun rise or dawn and time before going to sleep is suggested.

2.6.2 Conceptualization of meditation

Different typologies have been proposed to tap various forms of meditation practices. Following is the review of such efforts and at the conclusion of review an appropriate categorization of meditation practices is proposed.

Meditation practices can be classified in two broad groups, one range of practices regard to concentrative meditation and the other range of practices regard to mindfulness meditation (Birnbaum, 2008; 2010). Concentration meditation includes transcendental meditation while mindfulness includes vipassana and mindfulness based stress reduction (Reavley & Pallant,2009). Three key components common in most of the mindfulness meditation programs as identified by Germer (2005 a;b) are “*awareness, being in the present moment,* and *acceptance”.* Concentrative meditation is based on focusing attention on a given object like breath, image, a verse/word or an emotion (Birnbaum & Birnbaum, 2004) while mindfulness does not restrict the focus to a given point and allows awareness of flowing thoughts, imagery, physical sensations, or feelings as they occur (Kabat,1996).

The Buddist Meditation practice has two facets i.e. focused attention and open monitoring, where focused attention is nurtured for the development of open monitoring capability. One is ‘effortful’ and the other is ‘effortless (Lutz, Slagter, Dunne & Davidson, 2009). Travis and Shear (2010) gave a comprehensive review of neuro-scientific studies on Vedic, Buddhist and Chinese meditation practices. Augmenting the work of Lutz et al. (2008), Travis and Shear (2010) came up with a three dimensional typology of meditation research and added a new type named as “automatic self-transcending”. They urge that the third type is not mutually exclusive but is build on the basis of focused attention and open monitoring.

Different definitions of meditation generally discuss two types of meditation i.e. concentrative and mindfulness. One may wonder, despite the fact that both are considered to have a different methodology, yet at their base they are similar. In the first type individuals concentrate on a single object while in mindfulness meditation the concentration is on "not concentrating". Though the matter of focus is different but both meditation types use a same philosophy and "concentration of mind" is the focus of the both.

According to Margolin, Pierce and Wiley (2011), meditation is a blanket concept used to explain a range of mind-body curative approaches. In a review of meditation practices, Ospina et al. (2007) classified meditation into five broad categories that include Mantra meditation (e.g. TM, Relaxation Response, & Clinically Standardized Meditation), Mindfulness Meditation (e.g. Vipassana, Zen, MBSR, & Mindful-based cognitive Therapy), Qi Gong, Tai Chi & Yoga. May et al. (2011) suggest that meditation practices can be classified into two broad categories i.e. cognition oriented and emotion focused. Cognitive based like "mindfulness" (Wallace & Shapiro 2006). Emotion focused meditation include Loving-kindness meditation (Shapiro, Carlson, Astin, & Freedman, 2006 ; May et al., 2011) and compassion meditation (Pace et al. 2009).

Reavley and Pallent (2009) propose that meditation practices can be categorized into two distinct approaches of concentrative and mindfulness meditation. Concentration-based techniques involve focusing attention on a particular stimulus, like some sensation, object, sound, and verse/mantra. Mindfulness meditation approach emphasize on moment to moment non-judgmental attention. (Bishop et al., 2004; Kabat-Zinn, 2003; Margolin, Pierce, & Wiley, 2011). Both types of meditation practices usually last for fifteen to thirty minutes (McLean, 2010). Recent conceptualizations also confirm that all meditations do not produce similar outputs (Schmidt-Wilk, 2000).

Bulk of the research conducted in the domain of meditation have focused on one typology i.e. "mindfulness" (e.g. Hickey, 2008; Margolin, et al. 2011). Mindfulness meditation is based on Theravada Buddhism traditions. It is an exercise in attentiveness where all stimuli are attended to equally, without any censorship or selection. MSBR of Kabat-Zinn was an attempt to tap and make the mental and physical health benefits of meditation (Starks, 2006).

Mindfulness meditation is a mental practice (Wallace and Shapiro 2006; May et al., 2011) through which the meditators nurtures "bare attention" without associating any cognitive appraisal (May et al., 2011).

The popular two groups of meditation i.e. “mindfulness” and “concentric” meditation tend to ignore many different meditation practices that use a combination of both. For instance Yoga, Tai Chi, Qi Gong and Muraqaba meditation does not fall under the current two broad categories (for a review see Reavley, & Pallent (2009) of mindfulness and concentrative meditation.

2.6.3 Proposed typology of meditation

From the structural standpoint, it seems better to classify the meditation practices into three groups (1) Mindfulness (2) Concentrative (3) Hybrid Meditation. Where mindfulness include practices like MSBR, Vapassana, Zen etc.; Concentrative meditation includes TM etc. ; and hybrid meditation includes Muraqaba, Yoga, tai Chi and Qi Gong.

2.6.4 Effects of mindfulness, concentrative and hybrid meditation

Agency for Healthcare Research and Quality report (2007) on “Evidence on the state of research in meditation” reveals that research in meditation till 2005 include 813 studies. The report concludes that

“The three most studied conditions were hypertension, other cardiovascular diseases, and substance abuse. Sixty-five intervention studies examined the therapeutic effect of meditation practices for these conditions. Meta-analyses based on low-quality studies and small numbers of hypertensive participants showed that Transcendental Meditation (TM) , Qi Gong and Zen Buddhist meditation significantly reduced blood pressure. Yoga helped reduce stress but was no better than Mindfulness-based Stress Reduction at reducing anxiety in patients with cardiovascular diseases. No results from substance abuse studies could be combined. The role of effect modifiers in meditation practices has been neglected in the scientific literature. The physiological and neuropsychological effects of meditation practices have been evaluated in 312 poor-quality studies. Meta-analyses of results from 55 studies indicated that some meditation practices produced significant changes in healthy participants”.

Meditation research has been somewhat vague about its impact on traits and attitudinal outcomes. Formerly meditation effects were considered similar to passive relaxation, however recent empirical findings suggest that is has more active affects which involve cognitive restructuring and learning (Fell, Axmacher, & Haupt, 2010). Previous research is scarce in explaining the way meditation exerts its effects on meditators (Bishop et al 2004; Shapiro,

Carlson, Astin, & Freedman,2006), furthermore all meditations do not produce similar outputs. (Schmidt-Wilk, 2000).

Beneficial effects of meditation are perceived as a form of relaxation and a pathway to self recognition and spiritual development.(Kane, 2006). Concentrative meditation like transcendental meditation increases relaxation and certainty (Mohanta & Thooyamani, 2010). Sutoris, (1995), identified that laughing meditation reaps deep relaxation and unburdened mind. Mindfulness based stress reduction increase attention network (van den Hurk et al.,2009).

Sufficiency of time availability helps in overcoming work life balance issues (WLB-6;Gropel, 2006). Meditation has many positive effects, it controls the ego and thereby lessens the conflict in relationships and overcome the self identification derivative issues. (Brown, Ryan, Creswell 1997).Meditation practice is helpful in reducing conflict of individuals. (Mohanta & Thooyamani 2010).

Regular short breaks or vacations recover from stress (Cartwright & Cooper, 1997). The relaxation component of meditation will be help in reducing the stress of individuals at work place without bearing the cost of employee absence. Meditation is helpful in reducing burnout.(Adhia, Nagendra, Mahadevan,2010). Meditation improves attention processes and thus improves the ability to focus on tasks. (van den Hurk, Giommi, Fabio , Gielen, Speckens, Anne & Barendregt (2009). In the same manner, in organizational settings, meditation training will improve the job performance of the employees. Lutz (2009) emphasized that meditation increase attention processing. Trait and affect anxiety is reduced by meditation practice and it can also change the brain and immune function in constructive ways. (Davidson et al. 2003).

Meditation effects were considered similar to passive relaxation, however recent empirical findings suggest that is has more active affects which involve cognitive restructuring and learning. (Fell, Axmacher, & Haupt, 2010) . Various studies have confirmed the beneficial effect of meditation training in reducing stress and anxiety. (Kabat-Zinn, 2003; Jacobs & Blustein, 2008; Schmidt-Wilk, & Schmidt-Wilk(2000); Channuwong, 2009; Adhia, Nagendra, & Mahadevan,2010).

30 minutes of Muraqaba Meditation reduces the sleep time requirement of individuals by 3 hours and individuals can have 21 more work hours available in a given week (Yousaf, n.d.). Lutz, Slagter ,Dunne ,& Davidson, (2009) identified that meditation practice can increase attention processing.

2.6.4.1 Mindfulness Meditation and its effects

Meditation and specifically mindfulness meditation has been used in several clinical treatment programs such as Mindfulness-Based Stress Reduction (MBSR; Kabat-Zinn, 2004),Mindfulness-Based Cognitive Therapy, (MBCT; Segal, Williams, & Teasdale, 2002), Acceptance and Commitment Therapy (ACT; Hayes, Stroshal, & Wilson, 1999), and Dialectical Behaviour Therapy (DBT; Linehan, 1993). An increasing body of evidence has been revealing the beneficial effects of meditation on mental health. (e.g. Buchheld, Grossman, Walach, (2001);Grossman, Niemann, Schmidt, & Walach, 2004; Reibel, Greeson, Brainard, & Rosenzweig, 2001; Segal et al., 2002; Tang et al., 2007).

Most of the research in meditation domain gauges effects of different meditation practices on psychological and physical health. But the underlying theory that may explain the psychological or physiological process through which meditation results in beneficial outcomes, is still missing (Baer, 2003; Bishop et al., 2004; Brown & Ryan, 2004; Josefsson & Broberg 2011;Shapiro, Carlson, Astin, & Freedman, 2006).

Zen Meditation another form of Mindfulness is based on sixth century Chinese philosophy is a combination of Buddhist & Taoist teachings. In contrast to traditional Buddhist practices that are based on recorded teachings of Buddha, Zen emphasize on the objective of Buddha's teachings. Zen practices inculcate that Buddha's understandings lie in his way of getting knowledge not the knowledge itself. So they emphasize on the meditation method he used. (Brenner, 2009). Zen practices focus on the "self managed attention" in the present (Kutz, Borysenko, & Benson, 1985), specifically, fundamentals of Zen include attention and awareness. (Austin, 1999). The objective of Zen meditation is to acquire and nurture mindfulness. (Brenner,2009). Since the late 18th century, psychological and psychoanalytic study of Zen meditation has attracted the attention of many researchers and practitioners. (Epstein, 1995).

Vipassana meditation another form of mindfulness is conducted in complete silence, discouraging group sharing of meditation experiences, thus offering an extreme case of silence and privacy. (Pagis, 2010). Vipassana has significantly contributed to the development of contemporary mindfulness meditations practices.(Kabat-Zinn, 1982, 2003).

Most if not all of the scholars agree that mindfulness require nonjudgmental acceptance and awareness of perceptions, cognitions, emotions, or sensations as they occur without being evaluated as important or trivial , , true or false , good or bad or healthy or sick.

Langer, 1989; Langer & Moldoveanu, (2000) suggest that mindfulness generally comprise of using multiple perspectives in order to increase learning and creativity of meditators. In contrast to most of the mindfulness practices, Langer's (1989) meditative interventions include goal oriented tasks such as active problem solving. (Sternberg, 2000).

Longitudinal research has also suggested that mindfulness meditation training may enhance visual discrimination (Brown, Forte, & Dysart, 1984 a, b). Cross-sectional studies show that long-term meditation practitioners have superior sustained-attention skills in comparison with meditation-naive control participants (Brefczynski-Lewis, Lutz, Schaefer, Levinson, & Davidson, 2007; Valentine & Sweet, 1999). However, longitudinal improvements in sustained attention with meditation training have not yet been demonstrated (MacLean et al 2010).

2.6.4.1.1 Cognition

Mindfulness may alter the way an individual thinks. The "non-judgmental observation" of anxiety leads to an understanding that anxiety are mare "thoughts" and does not reflect reality (Kabat-Zinn, 1982, 1990). Similarly, Kristeller & Hallett,1999; Linehan,1993a, 1993b, describe that non-judgmental observation of one's feelings develop an understanding that feelings like being fearful does not essentially indicate that harm is imminent.

2.6.4.1.2 Exposure

In most of the mindfulness meditation practices, the participants sit in a given posture. They remain still for longer periods of time. Though the posture is based on ensuring relaxation, yet in most of the cases the duration can lead to pain in stretched parts of the body. When meditators learn this bearing of pain in meditation practice thus they nurture an efficacy to manage physical (Kabat- Zinn, 1982) and psychological painful incidents of life. (Dane, 2011).

2.6.4.1.3 Self-Regulation

Mindfulness meditation improves self regulation and develops a variety of coping skills in stressful situations. (Baer, 2003; Kabat-Zinn (1982; Kristeller and Hallett, 1999; Teasdale, Segal, Williams, Ridgeway, Soulsby, & Lau 2000; Teasdale, Segal,& Williams,1995).

2.6.4.1.4 Relaxation

Mindfulness meditation improves relaxation but the relationship is not direct. (Baer, 2003; Orme-Johnson, 1984;Wallace, Benson, & Wilson, 1984). The purpose of mindful meditation is not to induce relaxation but non-judgmental observation that may be having an negative effects on relaxation. (Dane, 2011; Shapiro, Oman, Thoresen, Plante., & Flinders,

2008). But in almost all mindfulness meditation practices the participants sit in isolation. Time out from routine life and practice of non-judgmental observation serve as a buffer against stressful routine life and may at least develop a "temporary" relaxation effect.

2.6.4.1.5 Attention

In different experimental studies it is found that mindfulness meditation improves sustained attention. (Jha, Krompinger, & Baime, 2007; Treadway & Lazar, 2008). Both concentrative and mindfulness meditation practices have significant positive effects on attention. (Valentine & Sweet 1999). Because most of the previous studies are based on small sample experimental designs, the results remain somewhat tentative. Treadway & Lazar, 2008). Similarly **e**motion based meditation are capable of increasing self-compassion, positive emotion, mindfulness and social connectedness (Fredrickson, Cohn, Coffey, Pek, & Finkel, 2008; Shapiro et al. 2007; Hutcherson, Seppala, & Gross, 2008).

Meditation has beneficial effects on the outcomes at workplace. It can help individuals manage stress, increase productivity, enhances self-awareness, makes work as more meaningful, and improve interpersonal relationships at workplace. Mindfulness practice may not be effective in all kinds of work related issues (Hunter & McCormick, 2008) and in some cases it may have negative effects on work outcomes (Dane, 2011).

2.6.4.1.6 Task Performance

Before considering how mindfulness relates to task performance in organizational and occupational settings, it is worth observing that previous research points to a variety of non– task performance outcomes of mindfulness (for a discussion of the mechanisms accounting for these effects, see Shapiro et al., 2006). For example, evidence indicates that mindfulness develops an efficacy of coping with a variety of physical and psychological experiences (Baer, 2003; Broderick, 2005; Shapiro et al., 2006; Shepherd & Cardon, 2009).

To understand when and how mindfulness may prove beneficial or costly from a task performance perspective, the features of mindfulness described earlier should be taken into account. Notably, in a mindful state of consciousness, when individuals are taught to observe present moment within and around them. This increase in attention width may positively affect task performance in work at job and in other home life endeavors.

Indeed, both facets of wide attentional breadth—external and internal—may affect task performance uniquely. However, the degree to which these effects are beneficial likely depends

on additional factors detailed in this section. As argued here, the overall impact of mindfulness on task performance depends on both the task environment in which one operates and one's ability to perform the task.

The strength of mindfulness lies in the fact that it intensifies the attention on multiple objects at a time and augur well for the efficacy of mindfulness in enhancing task performance. Notably, acquiring a rich body of information has been posited to underlie task performance in a number of contexts (Eisenhardt, 1989; Eisenhardt & Zbaracki, 1992; Pfeffer & Sutton, 2006). In addition maintaining a variety of attention breadth may decrease chances of error because critical environmental cues are neutrally evaluated (Endsley, 1995; Stanton, Chambers, & Piggott, 2001). In support of this logic, Herndon (2008) found a negative relationship between mindfulness and cognitive failures, including the failure to notice key details of a given situation.

Through further reflection, however, one may see that although mindfulness attunes individuals to a wide range of environmental stimuli, this feature could prove costly. Notably, mindfulness may not be beneficial if one may allocate attention to unimportant stimuli at the cost of more important stimuli, task performance will suffer. Indeed, in some cases, a state of attention characterized by a more limited attentional breadth, such as absorption, may be more useful than mindfulness from a task performance standpoint (c.f. Dane, 2011; Rich et al., in press). Although this intuition-attuning function of mindfulness is likely to affect task performance, there are competing logics for whether this function is beneficial or costly. On one hand, extant scholarship suggests that, at least under certain conditions, intuitions can facilitate task performance (e.g., Dane & Pratt, 2007; Dane, 2011; Hodgkinson, Langan-Fox, & Sadler-Smith, 2008; Khatri & Ng, 2000; Sadler-Smith & Sparrow, 2008).

Regular practice of meditation by employees can improve job satisfaction (Schmidt-Wilk, Alexander, & Swanson, 1996), efficiency and productivity (DeArmond, Alexander, & Stevens, 1994), personal and work relationships, reduced job stress (Alexander, Swanson, Rainforth, Carlisle, Todd, & Oates, 1993) and physical and mental health (Haratani & Henmi, 1990a, 1990b). Tang et al. (2010) showed that in comparison to other relaxation training, short term meditation training can lower the anxiety, depression, anger, and fatigue of working students.

2.6.4.2 Concentrative Meditation and its effects

Delmonte, (1985) & Smith (1975) reviewed the concentration based approaches. In concentrative meditation practice, participants are restricted to focus their attention to a single stimulus, such as a word (e.g., a mantra), sound, object, or sensation. In case attention is distracted , participants are advised to redirect their attention to the stimulus. They are usually advised to ignore the distraction. In concentrative meditation, most of the research has evaluated transcendental meditation (TM) and its effects on physical and psychological health (e.g. Alexander 1993; Alexander, Robinson, & Rainforth, 1994; Eppley, Abrams, & Shear, 1989; Jevning, Wallace & Beidebach,1992).

Schmidt-Wilk, Alexander, & Swanson, (1996) refers "Transcendental Meditation as an unforced practice for facilitating mental relaxation . The purpose is to reach least excited state of mind that ultimately spawns an inner unbounded wakefulness. This state of mind refers to the "conscious of totality and wholeness" (Maharishi, 1976, p. 123).Concentrative meditation has been widely used for the training of employees in different organizations across industries. According to Schmidt-Wilk (2000)

"By the early 1990s, over 4 million individuals had learned the Transcendental Meditation technique (Wallace, 1993). Popular and press reports indicate that managers and employees have been trained in the TM technique as a business tool in many countries".

2.6.4.3 Hybrid Meditation and its effects

Yoga can be categorized as a form of hybrid meditation and it involves different postural and breather activities for meditation. The meta-attentive aspect of Yoga training may support the transfer of meditation skills to other domains (Wallace & Shapiro, 2006) and lead to the improvements in perception and attention (Wallace, 1999)

Meditation improves temporal attention (Slagter et al., 2007) and attentional alerting (Jha, Krompinger, & Baime, 2007). Yoga practices (Shamatha) are designed to improve sustained attention. (MacLean et, al. 2010). Yoga looks similar to concentrative practices of meditation but has a different historical background. The cognitive aspect of Yoga requires practitioners to use introspection techniques in monitoring the quality of attention, recognize when attention has wandered, and guide attention back to the chosen stimulus. Kundalini yoga or Acem tradition use mantras during meditation. The repetitive mantras are considered as a major source to acquire meditative state of mind (Maria, Johan , Peter & Birgitta (2010).

Chen, Comerford, Shinnick, & Ziedonis (2010) explain Chi Kung (written as Qigong) or GI meditation, as an ancient Chinese practice that has significant curative outcomes. Qigong is a blanket term to explain a broad variety of customary Chinese energy trainings and treatments, and it refers to all mind–body operational skills or techniques that integrate body, breath, and mind adjustments into Oneness. Transcendental Meditation (TM), Vipassana, Zen meditation, Reiki & Yoga are closely related with Qigong practices. Qigong meditation is a combination of relaxation, breathing, guided imagery, inward attention, and mindfulness practices that elicit a peaceful state of mind. For addiction treatment, in comparison with other empirically valid stress reduction programs, Qigong meditation was found equally effective (Chen et al. 2010).

30 minutes of Muraqaba Meditation reduces the sleep time requirement of individuals by 3 hours and individuals can have 21 more work hours available in a given week (Yousaf, n.d.). It is important to note that definite understanding about the way meditation exerts its effects on meditators is still lacking (Bishop et al., 2004; Shapiro, Carlson, Astin, & Freedman, 2006).

2.6.5 Muraqaba Meditation (Arabic: مراقبة)

Muraqaba is a distinct form of hybrid meditation. It is probably the least researched type of eastern meditation practice. It is important to understand how it is different from and similar to other types of meditation. Muraqaba meditation, cannot be restricted to any specific posture or procedure because, in essence, it is a mental practice (Azeemi, 2005; Mirahmadi, Mirahmadi, Kabbani & Haqqani, 2005). It means "to watch over", "to take care of", or "to keep an eye". It is defined as a “process through which an individual gives the mind a freedom (mindfulness component) to focus on a single (concentrative component) point” (Azeemi ,2008). The word Muraqaba is derived from an Arabic word *Raqib* which means protector or custodian. In spirituality such a practice is a protector against shattered thoughts and a suffering mind set (Ahmad, 2008). Muraqaba also means in Arabic as *Muntazir,* which refer to a practice of waiting neutrally for some divine revelation (Ahmad, 2008). This type of meditation is a combination of both concentrative and mindfulness aspects of different meditation practices. Everyone in this world meditates, a scientist cannot innovate unless one thinks about it with complete concentration. Same is true for other domains of knowledge and general life practices.

Muraqaba is a practice, bent of mind and a mental experience through which sleeping abilities come alive and active. It gives concentration in congestion of thoughts in human mind and protects against different psychological ills. It enables an individual to perform better in

different life roles (Azeemi, 2008; Bukhsh (2011). The basic purpose of meditation is to neutrally understand the concept (Rooh) of anything, whether it is physical or non-physical. (Azeemi, 2005; Rassool (2000). It is a practice that develops a state of consciousness through attention, some people may have more dispositional tendencies to be more effective in Muraqaba than others. It is fundamentally a state level practice that can also affect the trait level of an individual. Muraqaba requires that individuals must be firmly attentive to one point at start. Then free their attention as it wonders without restriction and consciously observe the flow of thoughts and inspirations as they flow. In contrast to different meditation practices that only include concentration or mindfulness, all Muraqaba meditations include both components.

Dane (2011) suggests that mindfulness is a "psychological state" that does not specifically require meditation. This misconception in existing literature is due to the fact that meditation itself has been defined in varying contexts. Study of "Muraqaba Meditation " can explain a context different to Dane's proposition. Muraqaba is a far less researched meditation practice as compared to other eastern meditation practices. It is defined as a process through which an individual gives the mind a freedom (mindfulness component) to focus on a single point (concentrative component). It literally means "to think and ponder", " to submit oneself to one thing" (Azeemi, 2008). Azeemi (2005) suggests that every human action is based on inspiration and thoughts. One cannot even move until one does not submit oneself to a given action. In more simple terms everybody meditates for every action they perform. Not only mindfulness but every "psychological state" is based on Muraqaba and Muraqaba is a form of meditation. Dane (2011) argument is valid only if we ignore that there are other forms of meditation that may be having a different conceptions of meditation. Muraqaba is a distinct form of meditation and does not fall explicitly under the existing classifications of different meditation practices. (See for a review: Ospina, et al. 2007; Reavley, & Pallent, 2009; Thompson & Waltz, 2007). A careful review of Muraqaba Meditation (see Azeemi, 2005; Shimmel, 1975; Gülen (1999; Yusuf, 2010) practices reveals that all Muraqaba meditation includes both concentrative & mindfulness components. Generally the muraqaba meditation starts with a concentrative exercise of focusing on an object that follows a mindfulness component of non-judgmental attention. It includes a set of different practices to gain enlightenment and spiritual well being. (Bennacer, 2008;Hossain,1999).

2.6.6 Blue light Muraqaba meditation (BLMM):

In spiritualism, Theory of "color and beyond" (Rang-o-Noor), proposed by Muhammad Azeem Barkhaya renowned as Qalander Baba Aulia (1969), explains the creation and working of this universe. He suggested that the building blocks of any matter or even thoughts are based on certain colors of light. Any human being is also a composition of certain colors of light arranged in a fixed proportion. Any disturbance in human beings (physiological or psychological) is due to the disturbance in an ever flowing color of light or its proportion. Major cause of the disturbance in human beings is the bent of mind they possess. Blue light is a source of energy and it is the first material projection of colorless light. Deficiency of blue light or disturbance in its flow, is a major cause of various psychological problems. Based on this notion Shams-u-Din (1979) proposed the meditation of blue lights for mental healing especially for stress reduction. Since then, it is in practice by thousands of individuals all around the world.(Rohani Digest 12: 2009)

Among different kinds of muraqaba (See Azeemi, 2005, 2008 for a review), meditation of blue color is suggested to beginning level meditators. The efficacy of muraqaba meditation in overcoming stress & related problems is asserted and scientific empirical work on the practice is in inception phase.

2.6.6.1 Conceptualization of Blue light Muraqaba Meditation (BLMM)

In spiritualism, Theory of color & beyond (Azeemi, 1995) proposes that we live in a world where colors are the ultimate projection of reality. The building blocks of any matter or even thoughts are based on certain colors of light sourcing from a colorless light. Any human being itself is a composition of certain colors of light arranged in a divine proportion. Any disturbance in human beings (physiological or psychological) is due to the disturbance in ever flowing colors of light or its proportion. It is proposed that major cause of the disturbance in human beings is the bent of mind they possess and the way they perceive things. Blue light is considered as source of energy and it is the first material projection of colorless light. Blue light muraqaba meditation (BLMM) is suggested for mental healing especially for stress reduction.

Muraqaba is a practice that develops a state of consciousness through attention. Muraqaba requires that individuals must be firmly attentive to one point at start. Then free their attention as it wonders without restriction and consciously observe the flow of thoughts and

inspirations as they flow. In contrast to different meditation practices that only include concentration or mindfulness, BLMM includes both components.

In blue light Muraqaba meditation, the participants are asked to sit in a relaxed posture and imagine blue lights showering from the sky and are penetrating throughout their bodies. The proper understanding of the beneficial effects of such a practice could be linked with the research on light in some other domains of knowledge.

2.6.6.2 Use of light based concepts in other domains of knowledge

Significance of light has been discussed in almost every domain of knowledge. Various religious books emphasize on the importance of light. The study of light is an important topic in physics. The theories of quantum physics discuss the role of photons (light packets) in the development of matter. In biology, chromosomes (light bundles) are considered to be the building block of a living cell. In plant biology, blue light influence the seedling development and phototropism, and induces short-term adaptations (Lehmann, Nothen, Schmidt, Bohnsack, & Mirus, 2011).Similarly in medical science, the use of infrared (blue light) incubators is common to support infants.

In management science, the inception of the idea of human resource management is referred to the work of Hawthorne studies conducted back in 19th century. These studies tested the effect of light on human performance. Though the research design did not revealed scientifically accepted findings, yet it paved way for considering the human factor in organization studies (Brannigan, Zwerman, 2001; Jones & Stephen ,1990; Robins, Bergman, Stagg, & Coulter, 2006).

Specifically, in psychiatric interventions, daily doses of light exposure can quickly and intensely improve mood, sleep and "cognitive" disturbances (Terman, 2007; Prasko,2008). In a meta-analytic review of randomized control group experiments, Wirz-Justice (1998) identified that bright light has better effect on the reduction of depression as compared to a medication placebo control group. Furthermore morning light has better effects as compared to evening light (Avery,Kizer,Bolte,Hellekson, 2001).The curing ability of light therapy cannot be restricted to depressive illness, it can overcome attention deficit disorder (van der Heijden,2007) Parkinson's disease, especially helpful in the reduction of bradykinesia and rigidity (Willis & Turner,2007), dementia, sleep pattern, Alzheimer's disease improved rest-activity patterns (Dowling, Hubbard,

Mastick et al. (2005). Combinations of light therapy with wake and sleep therapy are under experimentation (Terman, 2007)

If bright light therapy is used in workplace, it will create greater convenience and better results for individuals (Avery, Kizer,Bolte, & Hellekson, 2001). Bright light therapy can improve subjective ratings of mood, alertness, energy and productivity of employees at workplace. (Avery et al. 2001). Light exposure has significant impact on alertness and cognitive performance at home and workplace (Chellappa et al. 2011). In an experiment Viola, James, Schlangen, & Dijk (2008) identified that blue light exposure can improve different components of alertness, mood, task performance, evening fatigue, irritability, concentration and eye discomfort. Daytime sleepiness is also reduced under blue-enriched white light. The results persisted even after controlling for the "treatment expectation effect". In certain occupational settings, blue light exposure can be used to promote alertness at work. (Phipps, Redman, Schlangen, & Rajaratnam, 2009). Though they did not specify the occupations, I feel that in the selected organization there is an immense requirement for managers to remain alert. Keeping in view the work of Morewedge, Huh & Vosgerau, (2010) where they identified that people who repeatedly imagined eating a food (such as cheese) many times subsequently consumed less of the imagined food. A possible explanation, though different from Morewedge et al. (2010) is that mental representation is as real as physical existence. It is hypothesized that merely imagining blue lights will reap similar results as that of blue light exposure to the employees at workplace.

Previous research is inconclusive in identifying different components of meditation. At least in organizational settings, it does not explain the gradual possible beneficial effects of meditation on different attitudes and behaviors of employees.

2.6.6.3 Relaxation Effect

Keeping in view the literature of mindfulness, concentrative and hybrid meditation, it is inferred that the first beneficial component of blue light Muraqaba meditation is relaxation. It is inferred that the first beneficial effect of meditation is relaxation. When an individual sits in isolation, this time-out, gives an opportunity to relax and spend time with one's own self. I believe that mindfulness component of Muraqaba Meditation serves better than the concentrative component in relaxing the meditators. Mohanta & Thooyamani (2010) suggest that concentrative meditation is effective in providing relaxation. But the "Let it go" notion of mindfulness provides a more logical explanation of a temporary relief from existing thoughts. (Dane, 2011).

It is largely similar to as if an individual goes to sleep. Research done in most of the clinical settings seems to tap this beneficial effect.

2.6.6.4 Concentration/Attention Effect

There is strong scientific evidence in clinical settings that beneficial effect of meditation cannot be restricted to mare relaxation (Tang et al, 2010). Based on this evidence the second beneficial component of meditation is identified as concentration effect. When an individual, in a meditation session concentrates on one specific object (In this study it is blue light) this develops an ability to focus on one object at a time (Mohanta & Thooyamani, 2010). Concentrative component of muraqaba meditation plays a vital role in developing attention capabilities of meditators as compared to the mindfulness component. Past research on mindfulness (Van den Hurk, Giommi, Gielen, et al. 2009) suggests that mindfulness significantly affects the attention efficiency. We were not able to identify any comparative study on concentrative and mindfulness meditation in the context of attention efficiency. We believe that the concentrative component of muraqaba enables an individual to focus on one object. This learning of focusing on one object transfer itself in dealing with different life situations. However, from a different perspective mindfulness research (Zeidan, Johnson, Diamond, David, & Goolkasian, 2010) also suggest that "moment to moment understanding of feelings" also results in attention efficacy. When an individual continuously practice meditation this ability is sharpened. As explained above, there is strong scientific evidence in clinical settings that beneficial effect of any meditation cannot be limited to mare relaxation. Based on this evidence the second beneficial component of meditation is identified as concentration effect. When an individual, in a meditation session concentrates on one specific object (In this study it is blue light) this develops an ability to contemplate on one object at a time. When an individual continuously practice meditation this ability is sharpened. The learned ability from meditation replicate/reflect itself in different work behaviors. For instance, the individual become able to involve oneself in work roles with greater concentration, or in more simple terms job involvement will improve. The learned ability from meditation replicate/reflect itself in the execution of different life roles.

2.6.6.5 Awareness effect

The third beneficial effect of meditation is awareness effect. Giving attention to an object reveals greater information about the object. So with greater concentration an individual is able to have greater information about the requirements of successfully performing different life

roles. Greater awareness about role requirements merged with an inner understanding of efficacy ultimately sharpens the decision making ability of individual (Hede, 2010; Germer, 2005).

2.6.6.6 Transcendental Effect

Finally, the fourth component of Muraqaba meditation is identified as transcendental effect. Many studies have confirmed the higher cognition state of meditators (Davidson et al. 2003; Thompson & Waltz, 2007; Zeidan et al. 2010). The transcendental effect occurs due to the combined effect of concentrative and mindfulness components of BLMM.

In summary, effectiveness of BLMM experience should be measured on four proposed components that include relaxation, attention, awareness and transcendence. Based on the these understandings of meditation components, a measure has been developed to gauge the effect of blue light Muraqaba (BLMM) experience.

2.7 Intervention for managing work family interaction, stress and outcomes

This part of literature first reviews the general guidelines for developing organizational interventions. Next, the qualification of BLMM intervention on these guidelines is discussed. Finally, the effect of BLMM intervention on work family interaction, stress and outcomes is argued.

The design of organization intervention for stress and positive work outcomes at job and home requires considerable effort (Sidle, 2008) It is helpful to know appropriate approaches to the design of such intervention. Fortunately, a lot of work has been done that guide us in the development of intervention. Specifically, recent work of Katherine Richardson and Rothstein explicitly evaluate the effect of stress based intervention on different outcomes. They examined the results of 36 experimental studies of stress management interventions on a range of work environments and meta analyzed the findings. Comparison of the efficacy of various workplace stress management interventions was classified on the basis of two types i.e. primary, secondary.

Primary interventions attempt to alter the source of the workplace stress by making changes in job design, work flexibility or decision control. Secondary interventions facilitate employees to better identify and handle stress indications as they take place. Examples of secondary interventions comprise of meditation training, Employee Assistance Program (EAP) and other time stress management programs.

The intervention programs can also be classified into five broad categories. (i.e. Cognitive behavioral, relaxation, organizational, alternative, and multimodal.). Cognitive-

behavioral intervention is a type of secondary intervention that help employees rethink their beliefs about challenging situations. In such intervention, one learns how to replace the pessimistic bent of mind with a positive one. Meditation program other than relaxation training that suffice the purpose of cognitive behavior interventions can be used for such learning. Organizational approaches are primary interventions and these are intended to create a less stressful work environment. This is generally done with interventions that induce control and support. Some studies have used unique or unusual workplace interventions, such as journaling or biofeedback techniques, that did not clearly fit into the other categories. Although all five categories of stress management interventions are effective at reducing workplace stress, some are more effective than others. Overall, cognitive-behavior interventions (secondary) tend to be the strongest at combating workplace stress but are not the most popular one (Sidle, 2008).

To better understand why cognitive-behavioral interventions were more effective than the more popular technique of relaxation training, Richardson and Rothstein compared the goals of the two methods. Generally, relaxation programs aim to raise the participants' knowledge of the effects of stress on their mind & body, and then ease this tension by the use of certain methods, typically the purpose is ignore and "let it go". But while relaxation approaches may help people feel calmer, they don't change stressful aspects of their lives.

In contrast, cognitive- behavioral interventions support people by developing a cognitive efficacy to identify and manage the stress. These interventions direct employee to determine their behavior keeping in view what is in control and what is not. Ideally these intervention keenly transform the approach of thinking and behavior stressful circumstances. The spiritual interventions are prone to fewer regulations as compared to the religious one. (Cash, Gray & Rood, 2000). So it is easier for organization to choose spiritual interventions as these are non-religious, cost effective and less time consuming.

2.7.1 The design of BLMM Intervention

To reduce stress and manage work-life interaction, interventions often include measures like job rotation or job transfer, employee participation in decision making. Even changing the job does not guarantee that individual will overcome stress problems. Meditation based intervention have been a common solution to such kind of problems.(Murphy, Lawrence, Sauter, & Steven, 2003).

The intervention i.e. "Blue light Muraqaba meditation" is based on four strategic aspects of an effective intervention to positively affect work-family interaction, stress and outcomes. An effective intervention, in organizational settings, should have good theoretical support, generalized application; ease of use and cross (work & home) domain effectiveness. Firstly, the theoretical support between the selected intervention and the work family interaction, stress and outcomes has been identified while integrating theory of color & beyond (Azeemi, 1995) with conservation of resource theory (Hobfoll 1989; Hobfoll & Freedy, 1993), cognitive activation theory (Meurs, & Perrewé, 2011; Ursin & Eriksen, (2004) and role expansion theory (Marks,1977). Secondly, spiritual interventions are prone to fewer regulations (Cash, Gray & Rood, 2000) as compared to other organizational interventions and can be used as a generalized application. Thirdly, Hetch and McCarthy (2010) emphasized that role conflict and role facilitation has dispositional tendencies. So an intervention to be effective must affect the dispositional tendencies of individuals. This requires an individual focused easy to use intervention. It is easier for organization to implement spiritual interventions as these are individual focused, non-religious, easily understandable, cost effective and less time consuming.

Fourthly, an effective intervention must positively affect the relationships across work and family domains. An individual focused intervention like BLMM could be effective in such instances for different reasons. First, various studies have confirmed the beneficial effect of meditation training in reducing stress and anxiety (Kabat-Zinn, 2003; Jacobs & Blustein,2008; Wilk 2000; Channuwong, 2009; Mohanta & Thooyamani 2010; Adhia, Nagendra, Mahadevan,2010). Second, organization cannot afford to permanently vacate the employee and it has to look for options that may have the similar effects and continuous mediation may suffice the purpose. Third, previous research has shown that short vacations have been effective in reducing burnout and stress (Etizon, 2003). Meditation during office hours could be a source of time out of work for employees and can be used as an alternative short vacation activity for employees to manage stress.

2.7.2 Blue light Muraqaba Meditation (BLMM) and work family interaction

Mindfulness and other meditation practices have been successful in reducing stress in clinical settings. From COR perspective, an organizational intervention to manage conflict and nurture facilitation, stress and attitudes requires an increased inventory of perceived resources. None of the established meditation practices theoretically explain (neither empirically validate),

the increase in psychological resources while practicing meditation. Specifically, mindfulness based practices focus on "let it go" notion that may not be appropriate when conflict in different life roles occur. Similarly, prevailing practices may be helpful in reducing stress but seems inefficient in positively affecting work and home attitudes and behaviors.

It has been emphasized by Maertz and Boyar, (2011) that the level approach is appropriate for organization-wide interventions to manage conflict. Shockley and Singla (2011) suggest that organizations must seek different interventions for managing the positive outcomes of work family interaction i.e. satisfaction , motivation and performance . It is emphasized that the types of programs that would be implemented to target WIF/WEF differ considerably from those meant to affect FIW/FEW. However one must consider the nature of organization wide intervention first i.e. primary or secondary (Fevre, Kolt, & Matheny, 1996; Sidle, 2008). Primary interventions focus on system and structure while the latter focus on individuals. If the interventions are individual focused (As in the case of this research) the researchers should prefer episode based conceptualization of WF conflict.

Episodic reactions varies across cultures and cannot be generalized (Maertz, & Boyar, (2011). Strategies for managing the WF experience has received less attention (Jennings and McDougald (2007). I propose that blue light meditation can be an individual focused strategy to manage WF conflict. Ilies, Schwind, Wagner, Johnson, DeRue, & Ilgen,& Ilies (2007) found that employees reporting high on WIF on particular days, even controlling hours spent at home, were not able to effectively perform at social and family interactions.

No previous study has been specifically conducted to study the effect of meditation on work family interaction across domains. This poses the challenge of selecting an appropriate meditation type that is conceptually linked with the theories of work family interaction. Furthermore, in work family interaction context, previous studies are non-existing that use scientific design to empirically test the effect of meditation based interventions.

Meditation practice is helpful in reducing conflict of individuals (Mohanta & Thooyamani, 2010). It controls the ego and thereby lessens the conflict in relationships and overcome the self identification issues (Brown, & Ryan, 2003; Brown, Ryan, & Cresswell, (2007). Meditation gives more active working hours (Yousuf, 2011) and sufficiency of time availability helps in overcoming work life balance issues (Gropel, & Kuhl, (2006).

Blue light muraqaba meditation (BLMM) includes concentrative and mindfulness components. Previous research indicates that both types of meditation practices have been successful in reducing stress in clinical settings. From COR perspective, an organizational intervention to manage conflict and nurture facilitation, must increase or at least maintain the perceived inventory of resources held by the individuals. According to the theory of color & beyond, blue color is a source of energy, when meditators start concentrating on blue lights it increases the psychological resource capacity necessary to cope with role conflict and nurture facilitation. Similarly, the attention component of muraqaba meditation enables an individual to focus on work and family roles with greater attention. I anticipate that attention component of BLMM will have a twofold effect on work family interaction. On one side it will help an individual to concentrate on conflict issues and seek resolution. On the other hand it will enable an individual to learn from different roles and develop an efficacy of facilitation. From CAT perspective, an organizational intervention to manage conflict and nurture facilitation must affect the cognitive appraisal process while facilitating the necessary information support. To our knowledge, none of the established meditation practices theoretically explain (neither empirically validate), the increase in psychological resources while practicing meditation. Mindfulness can be more of a burden than a benefit in certain conditions (Dane, 2011). Specifically, mindfulness based practices that focus on "let it go" notion may not be appropriate in role conflict situations. Similarly, prevailing practices of meditation may be helpful in certain situations but seems insufficient in positively affecting work and home interactions.

The theory of color & beyond posits that spirituality means knowing the base of everything we know about or interact with. In work family interactions, blue light muraqaba meditation enables an individual to think about the base of the issue. Muraqaba Meditation of blue lights enables an individual to neutrally concentrate on all life events and develops a bent of mind to identify what is in control and what is not. The imagination capacity developed through meditation helps an individual to foresee the consequences of their actions. Blue light meditation affects the cognitive appraisal process of individuals. When an individual continuously numerate the blue color in one's mind it develops cognition of having energy. This psychological presence of energy enables an individual to evaluate any source of work family conflict based on efficacy rather as a threat to wellbeing. Concentrative component of Muraqaba Meditation provides the necessary information support to an individual that in turn develop an ability to cope stressor i.e.

work family conflict across domains. I believe that the mindfulness component of muraqaba meditation serves as a temporal relief in conflict situations across work & home. Previous research (e.g. Davidson et al., 2003) on mindfulness also supports this belief. Mindfulness component of muraqaba meditation is also helpful in learning from different life roles and thus results in facilitation across work & home. Individuals with more enabling characteristics should experience more facilitation than those with less favorable characteristics (Wayne et al. 2007). The relaxation, attention and awareness component of BLMM will be helpful in enabling individuals. Olivo, Dodson-Lavelle, Brooke , Wren, Anava , Fang, Yixin, Mehmet, (2009) suggest that meditation of 15 minutes daily for 4 weeks will have a significant effect on human attitude and behavior.

Keeping in view the literature from different domains of knowledge and functional guidelines for the design of an effective intervention, blue light meditation is proposed as a meditation based intervention for positively affecting work family interaction, stress and outcomes across job and home domains. It is hypothesized that a brief meditation of four weeks will have a significant and positive effect on study variables. The process of proposed meditation based intervention is explained in the methodology section of Study 2 of this thesis.

- *H5: Blue light Meditation will have significant positive impact on work-family interaction.*

  Hypothesis 5a: Blue light Muraqaba Meditation will significantly reduce work interference with family (WIF) and family interference with work (FIW).

  *Hypothesis 5b:*Blue light Muraqaba Meditation will significantly improve work facilitation with family (WFF) and family facilitation with work (FFW).

From cognitive activation theory perspective, the idea of providing information support (appraisal support) (Lazarus & Folkman, 1984) in the design of an intervention for stress management (Aspinwall & Taylor, 1997; Haslam, 2004) has some organizational limitations. It is not always possible for the organizations to identify the information set that may serve as an aid to individual to positively interpret different kinds of stressors especially related to their home lives. I think that if individuals are trained on identifying support information their self they may be better able to cope with different kinds of stressors beyond the work domain. Blue

light Muraqaba Meditation, in comparison with other interventions, provides a better avenue for collecting support information that is helpful in the positive evaluation of different stressors.

*Hypothesis 5c:*Blue light Muraqaba Meditation will positively influence all individuals in reducing work interference with family (WIF) and family interference with work (FIW).

*Hypothesis 5d:*Blue light Muraqaba Meditation will positively influence all individuals in improving work facilitation with family (WFF) and family facilitation with work (FFW).

2.7.3 Blue light Muraqaba Meditation (BLMM) and Stress

Mindfulness has also been shown to reduce depression and anxiety and enhance vitality (Brown & Ryan, 2003). Previous research on stress coping propose three strategies i.e. problem, emotion and avoidance (Tamres, Janicki, & Helgeson, 2002). Problem coping is task based approach that involves active efforts to overcome the stressor (Folkman & Lazarus, 1988; Hetcht & McCarthy, 2010). Reaction to a stressor is cognitively evaluated based on efficacy and it makes the person feel better by reducing the stressful properties of a given situation. In the context of work family interaction, stress is an outcome based on the cognitive evaluation of stressful situation i.e. work family interaction. Individuals who use problem-solving approach are less likely to experience conflicts between roles (e.g., Burke, 1998; Lapierre & Allen, 2006; Rotondo & Kincaid, 2008). It is expected that all four components of BLMM will positively affect the evaluation of stressor as a challenge rather than a threat to well being. BLMM will be helpful in reducing negative stress and nurturing positive stress. Similarly emotion coping, an affect based approach require an individual to vent one's emotion by sharing. BLMM provides a different opportunity to "share it with yourself". The use of such a technique can change the existing positive relation relationship (Kaufmann & Beehr, 1986, Hetch & McCarthy, 2010) of emotion coping and work family conflict. Avoidance coping require oneself to withdraw from the stressful event by using different techniques (e.g. Lazarus & Folkman, 1984; Tamres, Janicki, & Helgeson, 2002). Previous research (e.g. Zeidner, 1993; Rovira, Fernandez-Casatro, & Edo, 2005; Rotondo & Kincaid, 2008) suggest that avoidance coping creates resource drain and increase the propensity to experience conflict.

Design of BLMM provides a unique opportunity to sleep while being awake, specifically mindfulness (relaxation) component of BLMM can be helpful on overcoming negative stress by withdrawing from a given stressful situation. This type of coping can make the person feel better temporarily, but it generally does not resolve the stressor and often is not a good long-term

solution (Suls & Fletcher, 1985). The concentrative part (Attention & awareness) of BLMM would be helpful in carefully evaluating the situation and Transcendental component can be helpful in conferring the efficacy to treat stressor as a challenge rather than a threat to wellbeing.

- *H6:Blue light Muraqaba Meditation will have significant positive impact on push and pull stress.*

  H6a: Blue light Muraqaba meditation will increase push stress

  H6b: Blue light Muraqaba meditation will reduce pull stress

2.7.4 Blue light Muraqaba Meditation and Outcomes across job and home domains

It is suggested by Shockley and Singla (2011) that intervention strategies that nurture positive employee outcomes (e.g. performance, satisfaction & motivation) must understand the factors that drive these outcomes. In the present study, outcomes of work-family interaction include performance, satisfaction and motivation between job and home domains. As hypothesized that BLMM will positively affect the work family interaction and stress. On the same lines it is hypothesized that BLMM intervention will positively affect the outcomes of work-family interaction and stress.

- *H7: Blue light Muraqaba Meditation will have significant positive impact on work-family outcomes.*

  H7a: Blue light Muraqaba meditation will positively affect satisfaction at home and in job.

  H7b: Blue light Muraqaba meditation will positively affect motivation at home and in job.

  H7c: Blue light Muraqaba meditation will positively affect performance at home and in job.

2.8 Summary of Hypothesis

2.8.1 Study 1: Work Family Interaction, Stress and outcomes

H1: *Work family conflict and stress are significantly related to motivation at home and at job.*

H1a: WIF and FIW will be negatively related to push stress and positively related to pull stress.

H1b: WIF and FIW will be negatively related to motivation at job. .

H1c: Push stress will be positively related to motivation at job.

H1d: Pull stress will be negatively related to motivation at job.

H2: *Work family facilitation and stress are significantly related to motivation at job.*

H2a: WFF and FFW will be positively related to push stress and negatively related to pull stress.

H2b: WFF and FFW will be positively related to motivation at job.

H2c: Push stress will be positively related to motivation at job.

H2d: Pull stress will be negatively related to motivation at job.

H3: *Work family conflict and stress are significantly related to performance at home and at job.*

H3a: WIF and FIW will be negatively related to push stress and positively related to pull stress.

H3b: WIF and FIW will be negatively related to performance at home and at job. Such as WIF will be significantly related to home performance and FIW will be significantly related to job performance.

H3c: Push stress will be positively related to performance at home and at job.

H3d: Pull stress will be negatively related to performance at home and at job.

H4: *Work family facilitation and stress are significantly related to performance at home and at job.*

H4a: WFF and FFW will be positively related to push stress and negatively related to pull stress.

H4b: WFF and FFW will be positively related to performance at home and at job. Such as WFF will be significantly related to work performance and FFW will be strongly related to home performance.

H4c: Push stress will be positively related to performance at home and at job.

H4d: Pull stress will be negatively related to performance at home and at job.

H5: *Work family conflict and stress are significantly related to satisfaction at home and at job*

H5a: WIF and FIW will be negatively related to push stress and positively related to pull stress.

H5b: WIF and FIW will be negatively related to satisfaction at home and at job. Such as WIF will be significantly related to home satisfaction and FIW will be significantly related to job satisfaction.

H5c: Push stress will be positively related to satisfaction at home and at job.

H5d: Pull stress will be negatively related to satisfaction at home and at job.

H6: *Work family facilitation and stress are significantly related to satisfaction at home and at job*

H6a: WFF and FFW will be positively related to push stress and negatively related to pull stress.

H6b: WFF and FFW will be positively related to satisfaction at home and at job. Such as WFF will be significantly related to work satisfaction and FFW will be strongly related to home satisfaction.

H6c: Push stress will be positively related to satisfaction at home and at job.

H6d: Pull stress will be negatively related to satisfaction at home and at job.

2.8.2 Study 2: Effect of BLMM on work family interaction, stress and outcomes

H7: *Blue light Meditation will have significant positive impact on work-family interaction.*

H 7a: Blue light Muraqaba Meditation will significantly reduce work interference with family (WIF) and family interference with work (FIW).

H 7b: Blue light Muraqaba Meditation will significantly improve work facilitation with family (WFF) and family facilitation with work (FFW).

H 7c: Blue light Muraqaba Meditation will positively influence all individuals in reducing work interference with family (WIF) and family interference with work (FIW).

H 7d: Blue light Muraqaba Meditation will positively influence all individuals in improving work facilitation with family (WFF) and family facilitation with work (FFW).

H8: *Blue light Muraqaba Meditation will have significant positive impact on push and pull stress.*

H8a: Blue light Muraqaba meditation will increase push stress.

H8b: Blue light Muraqaba meditation will reduce pull stress

H9: *Blue light Muraqaba Meditation will have significant positive impact on work-family outcomes.*

H9a: Blue light Muraqaba meditation will positively affect satisfaction at home and in job.

H9b: Blue light Muraqaba meditation will positively affect motivation at home and in job.

H9c: Blue light Muraqaba meditation will positively affect performance at home and in job.

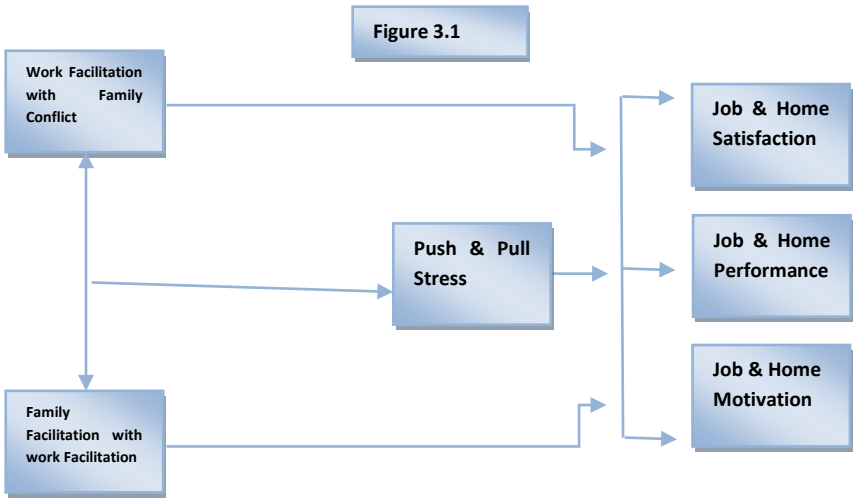
CHAPTER THREE

3 METHODOLOGY AND DATA DESCRIPTION

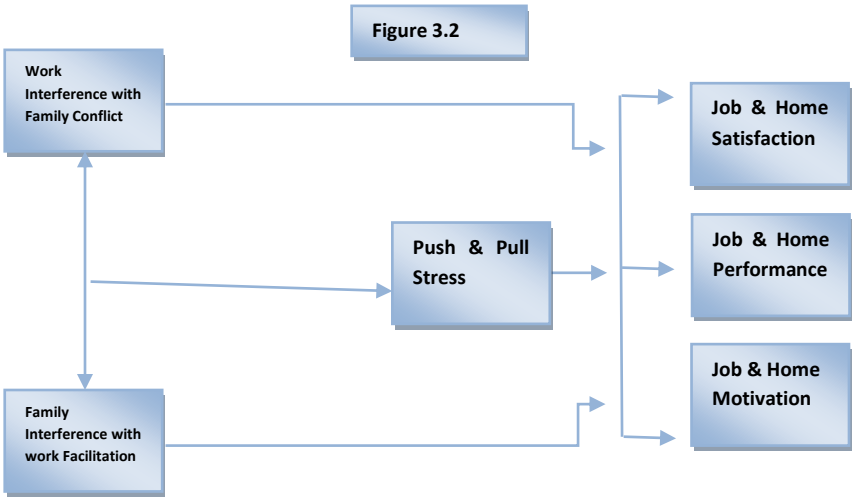
3.1 Research Frameworks

3.1.1 Study 1

3.1.1.1 Interrelationship among work family facilitation, stress and outcomes

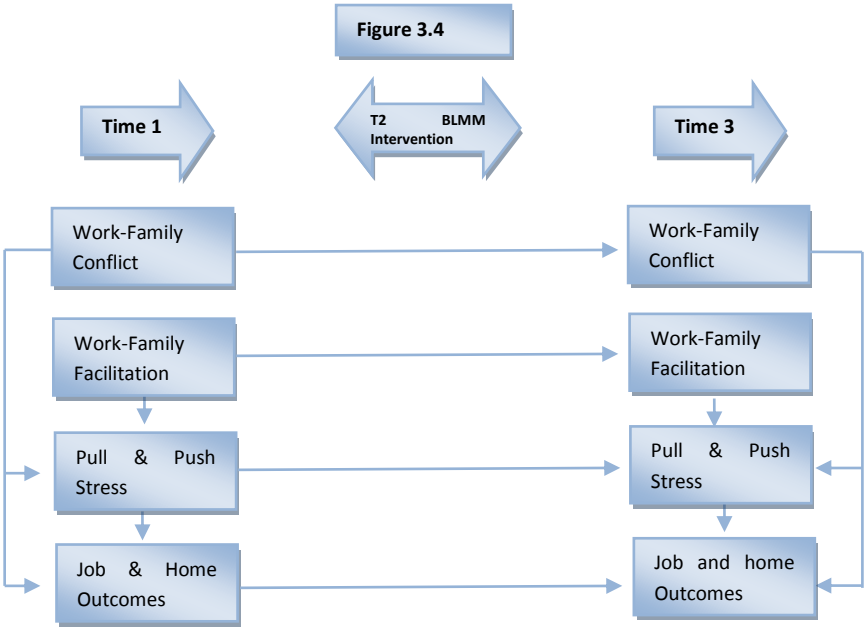


3.1.1.2 Interrelationship among work family Conflict, stress and outcomes



3.1.2 Study 2

3.1.2.1 Effect of BLMM intervention on work family interaction, stress and outcomes



3.2 Samples, Measurement Procedure & Analysis

Overall two studies were conducted. The research started with studying the interrelationships among study work family interaction, stress and outcomes. In the second study, to positively affect the interrelationship among study variables, the effectiveness of BLMM intervention was tested. Specifically, a BLMM intervention was introduced in an organization to study its effectiveness in positively affecting the work family interaction, stress and outcomes across work & home domains.

3.2.1 Study 1: Interrelationships among work-family interaction, stress and outcomes

3.2.1.1 Sample

Approximately 400 questionnaires were distributed, 291 (73%) complete and usable surveys were returned. These 291 individuals comprised the sample for the study and it included 80 females and 211 males. The group of respondents were all "Pakistani national " and were service sector middle level employees. 32% of the employees were below 30 years of age, 48% were between 31-45 years of age and 18% were above 45 years of age bracket. 20% of the respondents had 1 or no dependants, 46% were having 2-3 dependants, 30% had 4-5 dependents and rest had more than 5 dependants. Seventy five percent of the sample was married. The sample included professionals from financial sector (73percent), telecom sector (16 percent) and healthcare (11 percent).

3.2.1.2 Measures

3.2.1.2.1 Work family interaction

For work family conflict and facilitation, van Steenbergen et al., (2007) adapted the conflict and facilitation items of Wagena & Geurts (2000); Grzywacz& Marks, (2000), and augmented it with interview data to develop a valid 16 factor measure of work family conflict and facilitation. In this study, a short version, measuring only the psychological dimension of work family facilitation is used. The other facets of work family conflict and facilitation were beyond the scope of this study. This include 6 items to measure work family conflict, measured on a five point Likert scale ranging from 1(*strongly disagree*) to 5 (*strongly agree*). The reliability of the measure in the current study was WIF (.90) & FIW (.92). The measure of facilitation also includes 6 items, measuring work facilitation with family (WFF) and family facilitation with work (FFW). All items were measured on a five point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The instrument was reliable at WFF (.86) & FFW (.88).

3.2.1.2.2 Stress (Push and Pull)

Four items adapted from Caplan, Cobb, French, Van Harrison & Pinneau (1980) were used to measure pull stress. Four items were self developed to measure the push stress keeping in view the literature of positive stress. All items were measured on a five point likert scale ranging

from 1 strongly disagree to 5 strongly agree. The instrument was reliable at push stress (.82) & pull stress (.90).

3.2.1.2.3 Satisfaction (Job and Home)

The three item global measure developed by Cammann, Fichman, Jenkins and Klesh (1983) was used for measuring job satisfaction. In past studies coefficient alpha values ranged from .67 to .95. The same measure is adapted to measure the home satisfaction of employees. The total 6 items, (three for job and home each) were measured on a five point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The instrument was reliable at job satisfaction (.84) & home satisfaction (.78).

3.2.1.2.4 Performance (Job and Home)

Self-rated job and home performance was examined with five items scale used by van Steenbergen, et al. (2007), that is adopted from Williams & Anderson, (1991). All items were measured on a five point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The instrument was reliable at job performance (.92) & home performance (.94).

3.2.1.2.5 Motivation (Job and Home)

Job motivation was assessed through a four items adopted from Landy & Guion (1970) & Jamal & Badawi (1995). The items were rated on a 5-point scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The instrument was reliable at job motivation (.82)

3.2.1.2.6 Analysis

Descriptive and General linear regression analysis was conducted using SPSS 17 and Path analysis was conducted using AMOS 18.

3.2.2 Study 2: Effect of BLMM on work family interaction, stress and outcomes

Pretest-posttest with control group design was used to investigate the study variables (i.e. work family interaction, stress and outcomes). Two shot data was used with a time lag of four weeks between pretest and posttest evaluations. Simona, et al. (2008) suggested that research on stress can use self report measures to collect insight information. In conformity with the suggestion, this study uses self-report measures to collect data.

3.2.2.1 Sample

Adequate sample size is inevitable for detecting medium-to-large treatment effects. (Baer, 2003). Cohen (1977) suggested that detecting a medium-to-large treatment effect at alpha = .05 requires at least 30 participants per sample. In conformance with these suggestions, one organization was selected for the study on convenience basis. Sixty participants of same organization were randomly allocated[6] to form experiment and control group of 30 members each. Experiment group was exposed to meditation training for four weeks. Both groups filled the structured questionnaire on daily basis, usually at the conclusion of their office hours. In the current study, analysis is based on a two shot data set. Pretest data was collected one day before the start of the intervention. Posttest data was collected after four weeks at the conclusion of the intervention from both groups. The meditation based intervention was introduced to the experimental group as a part of an organizational development initiative.

3.2.2.2 Measurement and Procedures

3.2.2.2.1 Work family interaction

Work-family conflict and facilitation were measured at pretest and post test levels from experiment and control groups both. For work family conflict and facilitation, van Steenbergen et al., (2007) adapted the conflict and facilitation items of Wagena & Geurts (2000); Grzywacz& Marks, (2000), and augmented it with interview data to develop a valid 16 factor measure of work family conflict and facilitation. In this study, a short version, measuring only the psychological dimension of work family facilitation is used. The other facets of work family

[6] The Human resource manager of the company was asked to randomly select and allocate the sixty participants into two groups and form experimental and control group of 30 members..

conflict and facilitation were beyond the scope of this study. This include 6 items to measure work family conflict, measured on a five point Likert scale ranging from 1(*strongly disagree*) to 5 (*strongly agree*). The measure of facilitation also includes 6 items, measuring work facilitation with family (WFF) and family facilitation with work (FFW). All items were measured on a five point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

For work family conflict, the measure was reliable at pretest and posttest with an internal consistency of WIF (.84,.88) & FIW (.92, .91). For work family facilitation, the instrument was reliable at pretest and posttest with an internal consistency of WFF (.88, .90) & FFW (.86, .88).

3.2.2.2.2 Stress (Push and Pull)

Push and Pull Stress were measured at pretest and post test levels from experiment and control groups both. Four items adapted from Caplan, Cobb, French, Van Harrison & Pinneau (1980) were used to measure pull stress. Four items were self developed to measure the push stress keeping in view the literature of positive stress. All items were measured on a five point likert scale ranging from 1 strongly disagree to 5 strongly agree. The instrument was reliable at pretest and posttest level with an internal consistency of Push Stress(.90 , .91) & Pull Stress (.92 ,.94).

3.2.2.2.3 Satisfaction (Job and Home)

Satisfaction at job and home was measured at pretest and post test levels from experiment and control groups both. The three item global measure developed by Cammann, Fichman, Jenkins and Klesh (1983) was used for measuring job satisfaction. The same measure is adapted to measure the home satisfaction of employees. The total 6 items, (three for job and home each) were measured on a five point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The instrument was reliable on pretest and posttest levels at home satisfaction (.92 ,.92) &job satisfaction (.94,.92).

3.2.2.2.4 Performance (Job and Home)

Performance at job and home was measured at pretest and post test levels from experiment and control groups both. Self-rated job and home performance was examined with five items scale used by van Steenbergen, et al. (2007), that is adopted from Williams & Anderson, (1991). All items were measured on a five point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The instrument was reliable at pretest and posttest levels at job performance (.78 ,.76) & home performance (.84,.88).

3.2.2.2.5 Motivation (Job and Home)

Motivation at job and home was measured at pretest and post test levels from experiment and control groups both. Job and home motivation was assessed through a four items scale adopted from Guin and Landy (1970) & Jamal and Badawi (1995). The items were rated on a 5-point scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The instrument was reliable at pretest and posttest levels at (.76,.78) & (.76 ,.80) for job and home motivation. respectively.

3.2.2.2.6 Blue Light Muraqaba Meditation (BLMM-Measure)

Nine items BLMM validated measure was used to study the effect of blue light Muraqaba meditation on work family interaction, stress and outcomes. This includes two items each for gauging relaxation, attention and awareness effect and three items for evaluating transcendental effect. The items were rated on a 5-point scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The internal consistency reliability at pretest and posttest levels were, Relaxation (.86,.88), Attention (.90,.92), Awareness (.94,.92), & Transcendence (.80,.88). Composite BLMM was reliable at pretest and posttest levels (.92, .90)

3.2.2.2.7 Control Variables

Different control variables are proposed in meditation, work-family interaction and stress research. Like Frew (1974) identified that employee level in the organization and experience of meditation affects the outcomes of transcendental meditation(TM). Interdependence and responsibility for others predict work-family conflict, even after controlling for several time- and strain-based sources. (Erich & Kemp, 2008).Gender, marital status, and the number of children living at home affect the work family interactions and stress (Rotondo, & Kincaid, 2008). Average number of hours worked per week also affects stress outcomes. (Bruck, & Allen, 2003). In the design of current study, managerial staff of the organization is studied to control the occupation and number of hours worked in a week. Furthermore, the participants were homogeneous on time spend on jobs because the managerial jobs require almost similar time requirements. Gender, marital status, and number of dependents at home were also controlled.

3.2.2.3 Intervention Procedure

The BLMM training started at 9a.m.before the continuation of regular office work. Every session began with a breathing exercise that aided proper circulation of blood. The trainees were then told to sit in a comfortable position with their backs kept straight and feet on the ground making 90 degrees angles with floor. They were then told to breathe through the nose

for five seconds and exhale from the mouth taking the same time. This made 6 of these cycles every minute. Once the trainees are settled with this breathing exercise, they were told to imagine and visualize[7] blue lights coming down from the sky and getting absorbed in their brains and travelling throughout their bodies. The trainees were advised to keep absorbing the power of the blue light for 15 minutes.

[7] The trainees were also informed to not give any meaning to the showering blue light. This was based on Ahmad's (2008) suggestion regarding the Muraqaba of light.

CHAPTER FOUR

4 RESULTS & DISCUSSIONS

4.1 Study 1

4.1.1 Interrelationships among work-family interaction, stress and outcomes

4.1.2 Results

4.1.2.1 Descriptive Statistics

Approximately 400 questionnaires were distributed, 291 (73%) complete and usable surveys were returned. These 291 individuals comprised the sample for the study and it included 80 females and 211 males. The group of respondents was all "Pakistani national " and were service sector middle level employees. 32% of the employees were below 30 years of age, 48% were between 31-45 years of age and 18% were above 45 years of age bracket. 20% of the respondents were having 1 or less dependants, 46% were having 2-3 dependants, 30% had 4-5 dependents and rest had more than 5 dependants. Seventy five percent of the sample was married. The sample included professionals from financial sector (73percent), telecom sector (16 percent) and healthcare (11 percent).

Means, standard deviations and Inter-correlations among all study variables are depicted in table 4.1. The results on the proposed hypothesis are categorized on the basis of final outcomes. To avoid complexity, paths between work family interaction and stress and to the three distinct outcomes i.e. Motivation, Performance & Satisfaction are separately analyzed.

4.1.2.2 WFC, stress and motivation

H1a: WIF and FIW will be negatively related to push stress and positively related to pull stress.

Results indicate that WIF and FIW were negatively related to push stress and positively related to pull stress. However significant effects only exists for WIF (γ = -.30; p < .05&γ =.23; p < .05 for push and pull stress respectively) and FIW was only significantly positively related to pull stress. (γ= .60; p < .05).

H1b: WIF and FIW will be negatively related to motivation at job. .

WIF was significantly and negatively related to job motivation (γ = -.46; p < .05) FIW was positively related to job motivation.(γ= .56; p < .05).

H1c: Push stress will be positively related to motivation at job.

Push stress was significantly and positively related to job motivation (β =.51; $p < .05$).

H1d: Pull stress will be negatively related to motivation at home and at job.

Pull stress was negatively related to job motivation (β =-.25; $p < .05$).

4.1.2.2.1 Model Fit

Relationship among work family interaction, stress and motivation was analyzed to test the hypothesis from H1a to H1d. The non-significant Chi-square (χ^2 =3.308, p= .069) indicates that the model fit of data and the reduced model. In the saturated model there were direct paths (not through push and pull stress) from FIW and WIF to job motivation.

Thirty nine percent of the variance in job motivation was explained by FIW, WIF, Push & Pull Stress.. Individual factors like gender, marital status and no. of dependants were not found significant in the proposed model.

RMR=.016 is a small value and indicates a good model fit. GFI, the goodness of fit index, .995 is an appropriate value as compared to the desired value of greater than .90. The Normed Fit Index (NFI=.997) indicates a good fit. In the current study CFI of .998 indicates a good fit. In the current study the RMSEA = .089 indicates an adequate fit. (see figure 4.1)

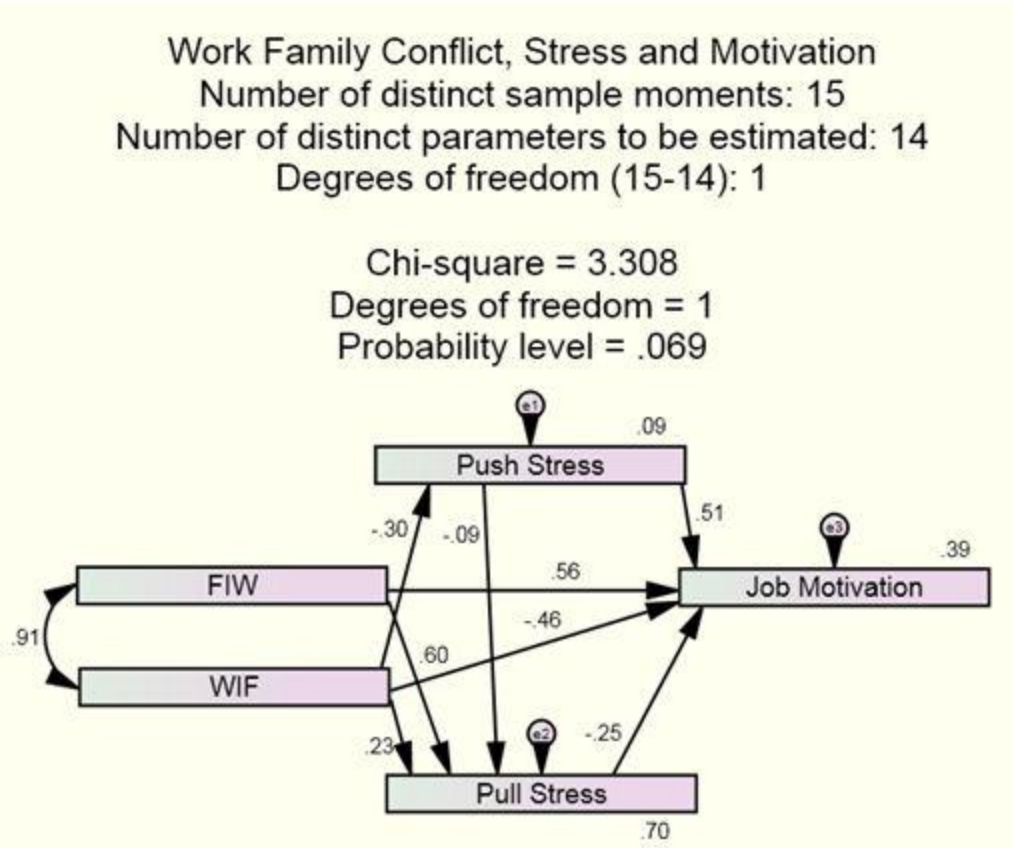
TABLE 4.1 Study 1: Means, S.D. & Correlations

		Mean	S.D.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Gender	1.7251	.44724	1													
2	Dependents	2.1821	.79513	.112	1												
3	Age	1.8522	.70624	.166**	.159**	1											
4	FIW	3.0814	1.03943	.353**	.216**	.261**	1										
5	WIF	3.1856	.93607	.347**	.215**	.189**	.907**	1									
6	FFW	2.8049	.82501	.053	.038	-.024	-.002	-.055	1								
7	WFF	2.8657	.80498	.040	.033	-.056	-.092	-.094	.886**	1							
8	Push Stress	2.9403	.81024	-.073	-.029	-.095	-.226**	-.297**	.710**	.734**	1						
9	Pull Stress	3.2052	.83799	.283**	.173**	.221**	.825**	.797**	-.083	-.171**	-.290**	1					
10	Job Motivation	2.7277	.79577	-.062	-.078	-.045	-.178**	-.300**	.457**	.488**	.583**	-.301**	1				
11	Job Performance	2.6989	.77921	-.109	-.078	-.058	-.269**	-.374**	.504**	.531**	.637**	-.396**	.743**	1			
12	Home Performance	2.7645	.68513	-.107	-.020	-.134*	-.165**	-.179**	.503**	.621**	.579**	-.203**	.649**	.725**	1		
13	Job Satisfaction	2.6024	.75613	-.077	-.082	-.062	-.195**	-.312**	.599**	.491**	.570**	-.293**	.658**	.718**	.633**	1	
14	Home Satisfaction	2.6876	.63753	-.137*	-.109	-.126*	-.332**	-.381**	.420**	.428**	.486**	-.218**	.548**	.592**	.665**	.822**	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

FIGURE 4.1


Work Family Conflict, Stress and Motivation
Number of distinct sample moments: 15
Number of distinct parameters to be estimated: 14
Degrees of freedom (15-14): 1
Chi-square = 3.308
Degrees of freedom = 1
Probability level = .069
e1
.09
Push Stress
-.30
-.09
.51
e3
.39
FIW
.56
Job Motivation
-.46
.91
.60
WIF
e2
.23
-.25
Pull Stress
.70

4.1.2.3 FWF, stress and motivation.

H2a: WFF and FFW will be positively related to push stress and negatively related to pull stress.

Results indicate that WFF and FFW were positively related to push stress and not related to pull stress. Significant positive effects exist for WFF & FFW (γ = .49; p < .05 &γ =.28; p < .05 for push stress respectively.) Both directions of work family facilitation were not significantly related to pull stress.

H2b: WFF and FFW will be positively related to motivation at job.

WFF was not directly related to job motivation. Indirect path through push stress reveals significant positive relationship of WFF with job (γ =.28; p < .05) motivation.FFW was also indirectly positively related to job motivation(γ = .16; p < .05) through push stress.

H2c: Push stress will be positively related to motivation at job.

In the context of FWF, push stress was significantly and positively related to job motivation (β =.58; p < .05).

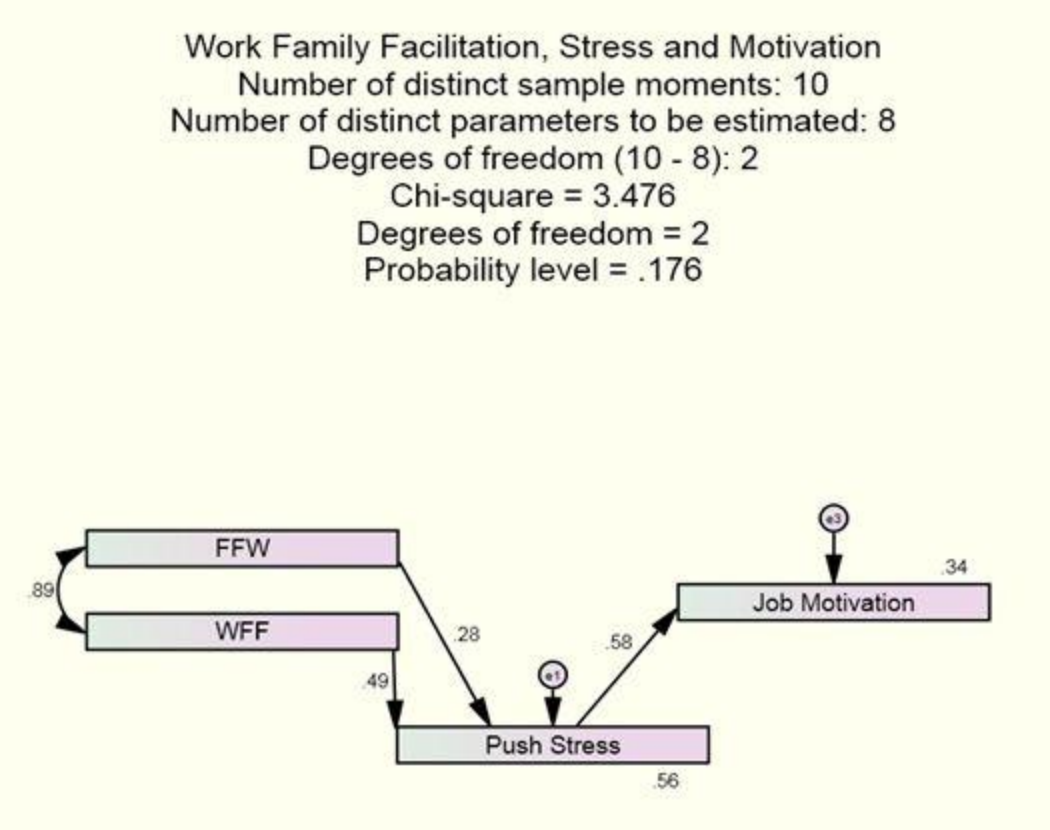
H2d: Pull stress will be negatively related to motivation at job.

In the context of FWF, pull stress was not significantly related to job motivation.

4.1.2.3.1 Model Fit

Relationship among work family facilitation, stress and motivation was analyzed to test the hypothesis from H2a to H2d. In the saturated model there were direct paths (not through push and pull stress) from FIW and WIF to job performance and home performance. The non-significant Chi-square ($\varkappa^2$ =6.026, p= .197) indicates that the fit between the reduced model and the data. Thirty four percent of the variance in job motivation was explained by WFF, FFW, Push& Pull Stress. There were statistically insignificant correlations between each of the demographical variables and job motivation. RMR=.023 is a small value and indicates a good model fit. GFI, the goodness of fit index, .994 is an appropriate value as compared to the desired value of greater than .90. The Normed Fit Index (NFI=.996) indicates a good fit. In the current study CFI of .998 indicates a good fit. The Root Mean Square Error of Approximation (RMSEA) = .050 also indicates a good fit. (see figure 4.2).

FIGURE 4.2


Work Family Facilitation, Stress and Motivation
Number of distinct sample moments: 10
Number of distinct parameters to be estimated: 8
Degrees of freedom (10 - 8): 2
Chi-square = 3.476
Degrees of freedom = 2
Probability level = .176
FFW
WFF
.89
.28
.49
.58
e1
e3
.34
Job Motivation
Push Stress
.56

4.1.2.4 WFC, stress & performance

It was hypothesized that

H3a: WIF and FIW will be negatively related to push stress and positively related to pull stress.

Results indicate that WIF and FIW were negatively related to push stress and positively related to pull stress. However significant effects only exists for WIF (γ = -.30; p < .05 & γ =.23; p < .05 for push and pull stress respectively) and FIW was only significantly positively related to pull stress. (γ = .60; p < .05).

H3b: WIF and FIW will be negatively related to performance at home and at job. Such as WIF will be significantly related to home performance and FIW will be significantly related to job performance.

WIF was significantly and negatively related to job performance (γ =-.37; p < .05) and significantly positively related to home performance (γ = .40; p < .05). FIW was significantly and negatively related to home performance (γ = -.44; p < .05) and positively related to job performance.(γ = .45; p < .05).

H3c: Push stress will be positively related to performance at home and at job.

Push stress was significantly and positively related to job performance (β =.54; p < .05) & home performance (β =.21; p < .05).

H3d: Pull stress will be negatively related to performance at home and at job.

Pull stress was negatively related to job performance (β =-.44; p < .05) but positively related to home performance (β =.17; p < .05).

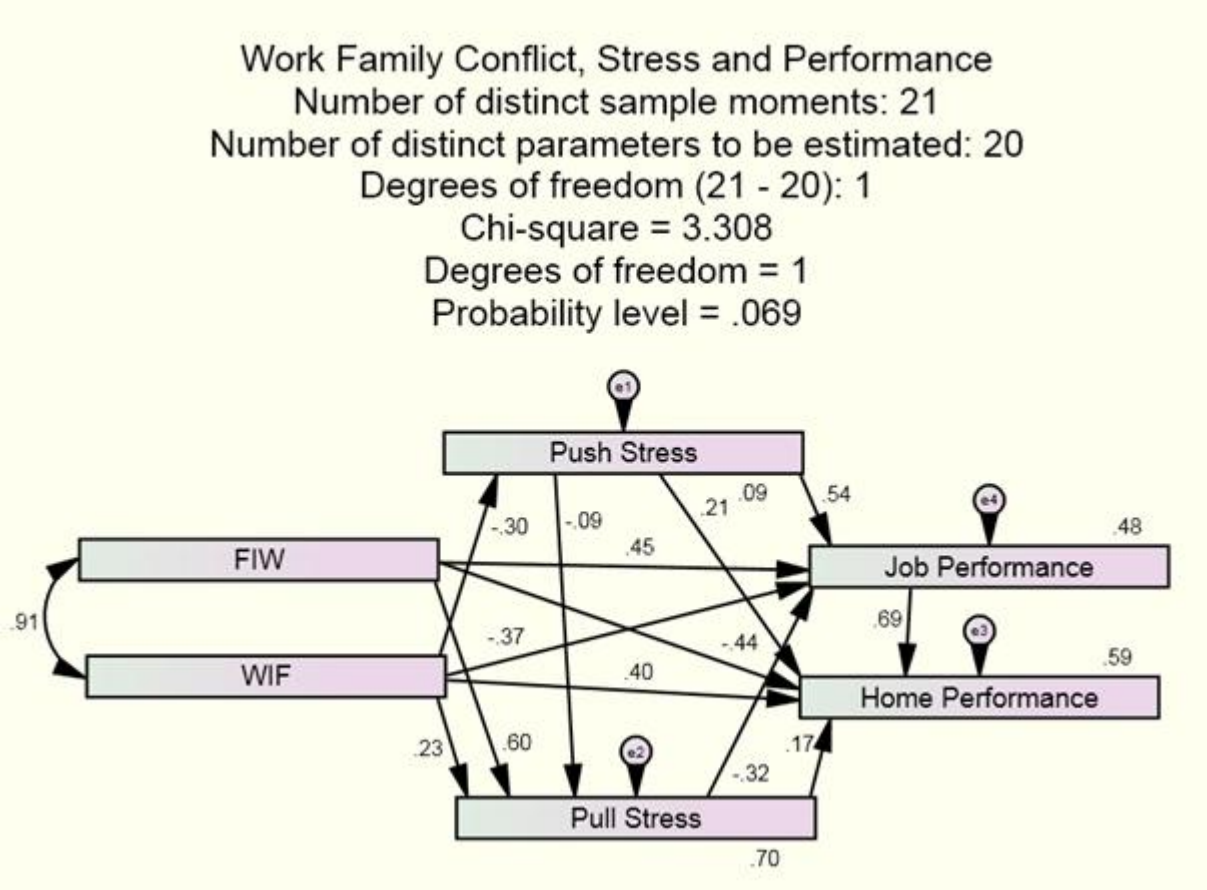
4.1.2.4.1 Model Fit

Relationship among work family interaction, stress and motivation was analyzed to test the hypothesis from H3a to H3d. In the saturated model there were direct paths (not through push and pull stress) from FIW and WIF to job performance and home performance. The non-significant Chi-square ($\varkappa^2$ =3.308, p= .069) indicates that the fit between the reduced model and the data.

Fifty nine percent of the variance in home performance was explained by FIW, WIF, Push & Pull Stress and job performance. There were statistically insignificant correlations between each of the demographical variables and home performance. Similarly forty eight

percent of the variance in job performance was explained by FIW, WIF, Push& Pull Stress. Individual factors like gender, marital status and no. of dependants were not found significant in the proposed model. RMR=.015 is a small value and indicates a good model fit.GFI = .996 is an appropriate value as compared to the desired value of greater than .90. The NFI=.998 indicates a good fit. In the current study CFI of .998 indicates a good fit. The RMSEA = .089 indicates an adequate fit. (See figure 4.3)

FIGURE 4.3



4.1.2.5 Work family facilitation, stress and performance.

H4a: WFF and FFW will be positively related to push stress and negatively related to pull stress.

Results indicate that WFF and FFW were positively related to push stress and not related to pull stress. Significant positive effects exist for WFF & FFW ($\gamma = .49$; $p < .05$ & $\gamma = .28$; $p < .05$ for push stress respectively).FFW was also significantly related to pull stress ($\gamma = .25$; $p < .05$.

H4b: WFF and FWF will be positively related to performance at home and at job. Such as WFF will be significantly related to work performance and FFW will be strongly related to home performance.

WFF was positively related to job and home performance (.16; $p < .05$) and home (γ = ..62; $p < .05$) . FFW was negatively related to home performance. (γ = -.35; $p < .05$) and not related to job performance.

H4c: Push stress will be positively related to performance at home and at job.

In the context of FWF, push stress was significantly and positively related to job performance (β =.45; $p < .05$) & not related to home performance.

H4d: Pull stress will be negatively related to performance at home and at job.

In the context of FWF, pull stress was negatively related to job performance (β = -.24; $p < .05$ &positively related to home performance.(β = .12; $p < .05$

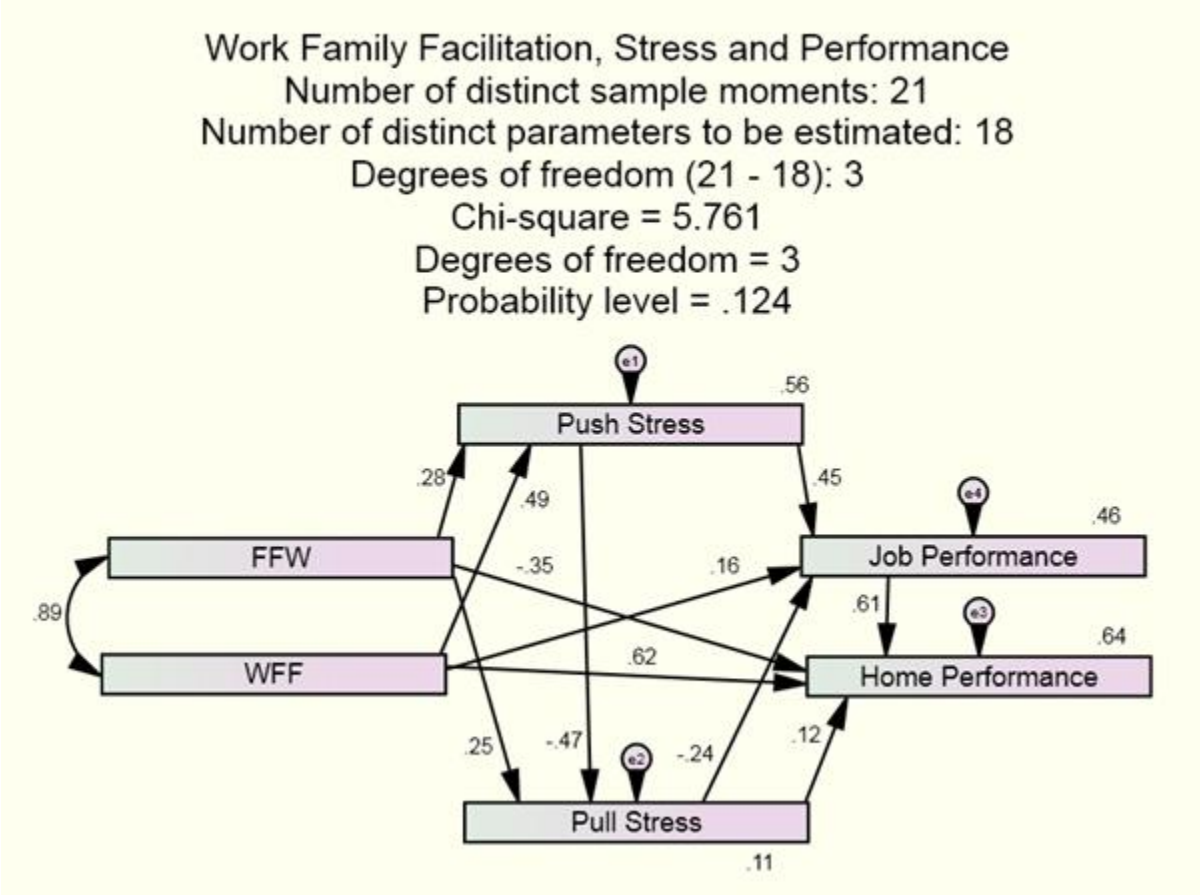
4.1.2.5.1 Model Fit

Relationship among work family facilitation, stress and performance was analyzed to test the hypothesis from H4a to H4d. In the saturated model there were direct paths (not through push and pull stress) from FIW and WIF to job satisfaction and home satisfaction. The non-significant Chi-square (χ^2 =5.761, p= .124) indicates that the fit between the reduced model and the data in comparison with full length model.

Sixty four percent of the variance in home performance was explained by WFF, FFW, Push & Pull Stress and Job performance. There were statistically insignificant correlations between each of the demographical variables and home performance. Similarly forty six percent of the variance in job performance was explained by WFF, FFW, and Push & Pull Stress. Individual factors like gender, marital status and no. of dependants were not found significant in the proposed model.

RMR=.015 is a small value and indicates a good model fit. GFI = .993 is an appropriate value as compared to the desired value of greater than .90. The NFI=.995 indicates a good fit. CFI of .998 indicates a good fit. In the current study the RMSEA = .056 indicates an adequate fit. (See figure 4.4)

FIGURE 4.4


Work Family Facilitation, Stress and Performance
Number of distinct sample moments: 21
Number of distinct parameters to be estimated: 18
Degrees of freedom (21 - 18): 3
Chi-square = 5.761
Degrees of freedom = 3
Probability level = .124
e1
.56
Push Stress
.28
.49
.45
e4
.46
FFW
-.35
.16
Job Performance
.89
.61
e3
.64
WFF
.62
Home Performance
.25
-.47
e2
-.24
.12
Pull Stress
.11

4.1.2.6 WFC, Stress and Satisfaction

It was hypothesized that

H5a: WIF and FIW will be negatively related to push stress and positively related to pull stress.

Results indicate that WIF and FIW were negatively related to push stress and positively related to pull stress. However significant effects only exists for WIF (γ = -.30; $p < .05$ & γ =.23; $p < .05$ for push and pull stress respectively) and FIW was only significantly positively related to pull stress. (γ = .60; $p < .05$).

H5b: WIF and FIW will be negatively related to satisfaction at home and at job. Such as WIF will be significantly related to home satisfaction and FIW will be significantly related to job satisfaction.

WIF was significantly and negatively related to job satisfaction (γ =-.51; $p < .05$) and not related to home satisfaction.FIW was negatively related to home satisfaction(γ =-.59; $p < .05$) and positively related to job satisfaction.(γ = .38; $p < .05$).

H5c: Push stress will be positively related to satisfaction at home and at job.

Push stress was significantly and positively related to job satisfaction (β =.51; $p < .05$) &does not directly related to home satisfaction.

H5d: Pull stress will be negatively related to satisfaction at home and at job.

Pull stress was not related to job satisfaction but positively related to home satisfaction. (β =.52; $p < .05$).

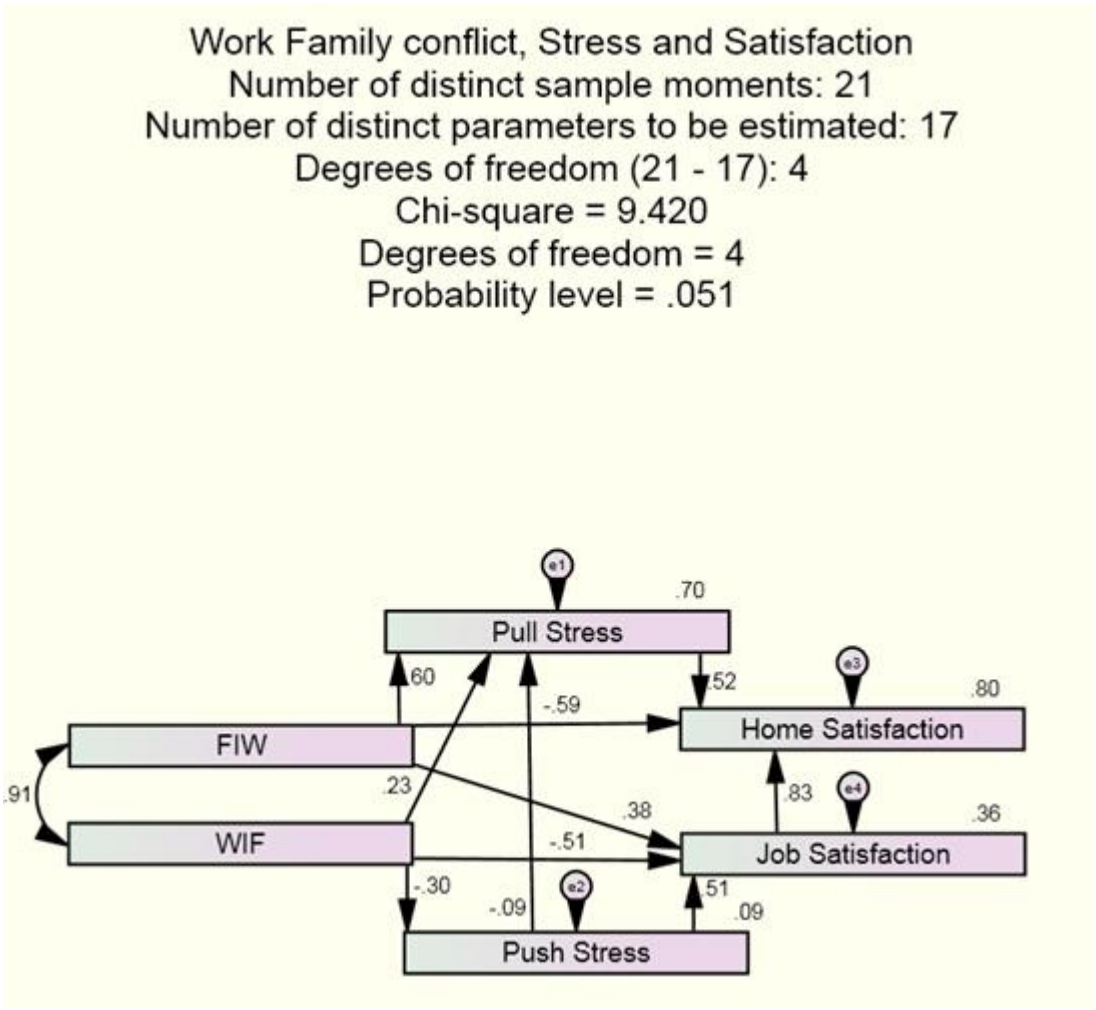
4.1.2.6.1 Model Fit

Relationship among work family conflict, stress and satisfaction was analyzed to test the hypothesis from H5a to H5d. In the saturated model there were direct paths (not through push and pull stress) from FIW and WIF to job satisfaction and home satisfaction. The non-significant Chi-square ($\varkappa^2$ =9.420, p= .051) indicates that the fit between the reduced model and the data.

Eighty percent of the variance in home satisfaction was explained by FIW, WIF, Push & Pull Stress and job satisfaction. There were statistically insignificant correlations between each of the demographical variables and home satisfaction. Similarly thirty six percent of the variance in job satisfaction was explained by FIW, WIF, Push& Pull Stress. Individual factors like gender, marital status and no. of dependants were not found significant in the proposed model.

RMR=.022 is a small value and indicates a good model fit.GFI = .990 is an appropriate value as compared to the desired value of greater than .90. The NFI=.994 indicates a good fit. In the current study CFI of .996 indicates a good fit. RMSEA = .068 indicates an adequate fit. (see figure 4.5)

FIGURE 4.5


Work Family conflict, Stress and Satisfaction
Number of distinct sample moments: 21
Number of distinct parameters to be estimated: 17
Degrees of freedom (21 - 17): 4
Chi-square = 9.420
Degrees of freedom = 4
Probability level = .051
e1
.70
Pull Stress
.60
.52
e3
.80
-.59
Home Satisfaction
FIW
.91
.23
.83
e4
.38
.36
WIF
-.51
Job Satisfaction
-.30
-.09
e2
.51
.09
Push Stress

4.1.2.7 FWF, stress and satisfaction

H6a: WFF and FFW will be positively related to push stress and negatively related to pull stress.

Results indicate that WFF and FFW were positively related to push stress. Significant positive effects exist for WFF & FFW (γ = .49; p < .05 & γ =.28; p < .05 for push stress respectively).FFW was also significantly related to pull stress (γ = .25; p < .05.

H6b: WFF and FFW will be positively related to satisfaction at home and at job. Such as WFF will be significantly related to work satisfaction and FFW will be strongly related to home satisfaction.

WFF was positively related to home satisfaction (.48; p < .05) and negatively related to job satisfaction (γ = -.42; p < .05) . FFW was negatively related to home satisfaction. (γ = -.57; p < .05) and positively related to job satisfaction.(γ = .75; p < .05).

H6c: Push stress will be positively related to satisfaction at home and at job.

In the context of FWF, push stress was significantly and positively related to job satisfaction (β =.28; p < .05) & not related to home satisfaction.

H6d: Pull stress will be negatively related to satisfaction at home and at job.

In the context of FWF, pull stress was negatively related to job satisfaction (β = -.22; p < .05 & positively related to home satisfaction.(β = .10; p < .05

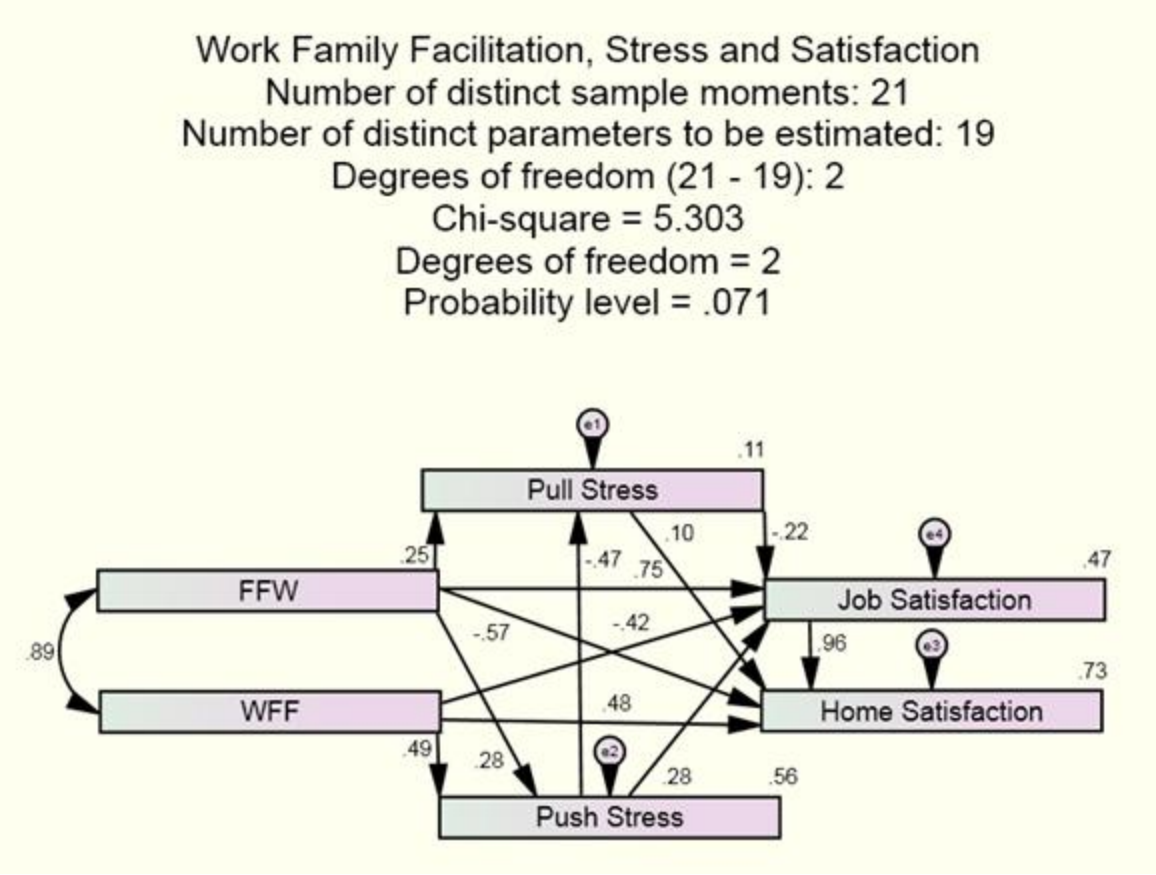
4.1.2.7.1 Model Fit

Relationship among work family facilitation, stress and satisfaction was analyzed to test the hypothesis from H6a to H6d. In the saturated model there were direct paths (not through push and pull stress) from WFF and FFW to job satisfaction and home satisfaction. The non-significant Chi-square ($\varkappa^2$ =5.303, p= .071) indicates that the fit between the reduced model and the data.

Eighty percent of the variance in home satisfaction was explained by FIW, WIF, Push & Pull Stress and job satisfaction. Individual factors like gender, marital status and no. of dependants were not found significant in the proposed model. Similarly thirty six percent of the variance in job satisfaction was explained by FIW, WIF, Push& Pull Stress. There were statistically insignificant correlations between each of the demographical variables and home

satisfaction..RMR=.013 is a small value and indicates a good model fit. GFI= .994 is an appropriate value as compared to the desired value of greater than .90. The NFI=.996 indicates a good fit. CFI of .997 indicates a good fit. RMSEA = .075 indicates an adequate fit. (see figure 4.6)

FIGURE 4.6


Work Family Facilitation, Stress and Satisfaction
Number of distinct sample moments: 21
Number of distinct parameters to be estimated: 19
Degrees of freedom (21 - 19): 2
Chi-square = 5.303
Degrees of freedom = 2
Probability level = .071
e1
.11
Pull Stress
.10
-.22
e4
.47
.25
-.47
.75
FFW
Job Satisfaction
.89
-.57
-.42
.96
e3
.73
WFF
.48
Home Satisfaction
.49
.28
e2
.28
.56
Push Stress

4.1.3 Discussions

I examined the relation between work family interaction, stress and job and home outcomes.

4.1.3.1 Work family Interaction & Stress

Results indicate that WIF and FIW were related to push and pull stress. WIF is negatively related to push and positively related to pull stress while FIW is only significantly positively related to pull stress. Push and pull stress are negatively related. On the other hand, WFF and FFW were positively related to push stress. WFF was not related to pull stress but FFW was positively related to pull stress. These results provide several implications for research and practice.

First, as numerous researchers (e.g., Greenhaus & Powell, 2006; Haas, 1999; Innstand et al. 2008) have noted, more emphasis has traditionally been placed on the negative spillover between work and family, with little attention paid to positive spillover. This study focus upon work family facilitation and work family conflict (Byron, 2005; Steenbergen et al. 2007; Carlson, Kacmar, Wayne, & Grzywacz, 2006) and both negative (pull) and positive (push) stress. (Culbertson et al. 2010).

Second, this study substantiate the research on stress outcomes of work family interactions, across work and family domains. It has been emphasized by various researchers (e.g. Halbesleben,2006; Kinnunen, Feldt, Geurts, & Pulkkinen, 2006; Mauno, Kinnunen, & Ruokolainen (2007) that the spillover between work & family domains play a key role in the determination of positive (push) and negative (pull) stress. (Culbertson et al. 2010).

Third, (Frone et al. 2005) noted that it would be useful to determine whether facilitation and conflict have common or unique relationship with outcomes. Our results suggest that family & work domains of WFC & WFF appear to share some common effects on push & pull stress. There is also evidence that they have a unique relationship in other instances. For example, though WFF & WFC are not related to each other, yet WFF & FFW (Facilitation) were positively related to push stress while WIF was negatively related to push stress. On the other hand, WIF & FIW (Conflict) are positively related to pull stress and interestingly FFW is also positively related to pull stress. The results provide evidence that work family interaction across work & family domains hold great power in explaining the push & pull stress. These results are

consistent with the finding of Kinnunen, Feldt, Geurts, & Pulkkinen, (2006). This indicates that cross domain interactions requires deeper understanding for the management of such interactions. More research is needed to better understand how work and family domains contribute to push and pull stress. Particularly, why FFW is positively related to pull & push stress? In organizational endeavors for employee welfare what measures should be taken that on one side nurture FFW and on the other side restrict the negative consequences of pull stress. This could reveal the unexplored dark side of work family facilitation. Such investigations should explore varying contexts to explore where FFW has beneficial or impeding effects. Finally the anatomy of push & pull stress needs to be further explored.

4.1.3.2 Motivation

WIF was negatively related to job motivation. FIW was positively related to job motivation. The results of this study indicate several interesting findings. First, there were differential results related to work family interaction and job and home outcome variables. Namely, in the current sample, WIF is negatively related to job motivation. To a certain extent, this is not surprising, source attribution perspective as described by Single & Shocking (2011) may partially explain the phenomenon that the outcomes of stressor lie with the originating domain.

Motivation is a need driven phenomenon; there is frequently a conflict between the needs at job and needs at home. When work demands (WIF) become a source of conflict with home needs, individuals find their self in nowhere that result in worse motivation for both domains. Perhaps, individuals experiencing WIF believe that organizational demands are *system specific*. They may believe that home needs are important to maintain home life and they should not supplant the work demands over home needs. But the situation does not allow them to fulfill this desire. Therefore, if WIF level is high, individuals will not be motivated at their job or at home and the regret of unfulfilled desire is transferred to home as well.

In contrast, when home demands (FIW) become a source of conflict with job needs, individuals tend to fulfill job needs that result in better and worse job motivation. Perhaps, individuals experiencing WIF believe that home demands are *individual specific* and job needs are more important to maintain career life and they should not supplant the home demands over job needs. Therefore, if FIW level is high, individuals may still be motivated to work at fulfilling the job needs.

WFF was not directly related to job motivation. Indirect path through push stress reveals significant positive relationship of WFF with job motivation. FFW was also indirectly positively related to job motivation through push stress. Previous research on the relationship is scarce. These initial findings call for further research on the relationship between WFF and motivation.

Push stress was positively related to job motivation. Pull stress was negatively related to job motivation. In general, my findings provide support for the idea (Lepine et, al. 2005) that the relationship between stress and motivation depend on the nature of stress i.e. Pull Vs Push. Whereas pull stress is negatively related to job motivation, push stress is positively related to motivation at job and at home.

There is considerable overlap between the constructs and processes of stress and motivation (e.g. Hackman & Oldham, 1980; Lazarus, 1993; Vroom, 1964; Weiner, 1991); however, there has been little research that integrates the two areas (Perrewe´ & Zellars, 1999). Based upon these facts, we are restricted to the current understanding of the construct. Future studies should further explain the underlying phenomenon of the interrelationships between stress and motivation. It would be worthwhile for future studies to explicitly consider and integrate the constructs of stress and motivation (Lepine et al. 2005).

In conclusion, my findings suggest that it may be useful to distinguish push stress from pull stress when the focus of research centers on the relationship between stress and motivation in job domain. Future research should attempt to replicate these results with larger sample size. Lastly, the spillover between home and job motivation should be studied for a conclusive understanding.

4.1.3.3 Performance

WIF was negatively related to job performance and positively related to home performance. FIW was negatively related to home performance and positively related to job performance. These results are inconsistent with previous research. Netemeyer et al. (1996) identified no relationship between WIF and job performance and a negative relationship between FIW and job performance. The results of the current study are different from two perspectives. First it identifies a negative relationship between WIF and job performance. Secondly, it identifies a positive relationship of FIW with job performance.

The results of this study indicate several interesting findings. First, there were differential results related to work family interaction and job and home outcome variables. Namely, in the

current sample, WIF is negatively related to job performance but positively related to home performance. In contrast, FIW is negatively related to home performance but positively related to job performance. To a certain extent, this is not surprising; source attribution perspective as described by Single & Shocking (2011) may explain the phenomenon that the outcomes of stressor lie with the originating domain. There is frequently a conflict between performing at job and meeting the performance requirements at home. When work demands become a source of conflict with home demands, individuals tend to fulfill home demands that result in better and worse performance across home and job domains respectively. Perhaps, individuals experiencing WIF believe that while organizations does not take into account the importance of home life they should also not give importance to organizational concerns. Therefore, if WIF level is high, individuals may not be performing well at their job, but may still seek better performance at home.

When home demands (FIW) become a source of conflict with job demands, individuals tend to fulfill home demands that result in better and worse performance across job and home domains respectively. Also, job demands, at least for managerial jobs in the current sample are somewhat ambiguous, given that job demands are seldom perfectly predictable as compared to home demands. Perhaps, individuals experiencing FIW believe that while family does not take into account the importance of job demands they should also not give importance to the added family demands. Therefore, if FIW level is high, individuals may not be performing well at their home, but may still perform better at job. WFF was positively related to job and home performance. FFW was negatively related to home performance and not related to job performance.

These results are partially consistent with Van Steenbergen et al. (2007) that work family facilitation will have positive effects on job and home performance. These results are consistent to the extent of WFF but contradict with earlier finding regarding FFW. Previous studies have identified a positive relationship of FFW with job and home performance. The current study does not validate the previous finding by identifying a negative and no relationship of FFW with home and job performance respectively. Push stress was positively related to job & home performance. On the other hand, pull stress was negatively related to job performance but positively related to home performance.

In general, these findings present support for the idea (Lepine et al. 2005) that the nature of stress (i.e. push and pull) is the key determinant of performance. Whereas pull stress is negatively related to job performance, push stress is positively related to performance at job and at home. The interesting finding is the positive relationship between pull stress and home performance. This result is somewhat significant because it offer an insight of employee's reaction to pull stress. One of the possible explanations lies in the fact that individual's reaction to pull stress has negative consequences at least in terms of performance for job domain and positive spillover effect for home domain. It seems that in general, without considering the source of stress, individuals tend to sink their frustration at job by instilling lesser effort while securing energy for better performance in home domain.

In conclusion, i propose that it may be valuable to differentiate push stress from pull stress when the focus of investigation centers on the association between stress and performance across job & home domains. Future research should attempt to replicate these results with larger sample size. Future studies should also discover the mechanism that explain why pull stress is positively related to home performance. Such investigation may be helpful in understanding the positive side of pull stress that will enhance our understanding about home performance. These studies should confirm and explain the common positive relationship of pull & push stress with home performance. Lastly, on the same lines, the spillover between home and job performance should be studied for a conclusive understanding.

4.1.3.4 Satisfaction

WIF was negatively related to job satisfaction and not directly related to home satisfaction. FIW was negatively related to home satisfaction but positively related to job satisfaction. The results of this study indicate several interesting findings. First, there were differential results related to work family interaction and job and home outcome variables. Namely, in the current sample, WIF is negatively related to job satisfaction but not related to home satisfaction. In contrast, FIW is negatively related to home satisfaction but positively related to job satisfaction. To a certain extent, this is not surprising; source attribution perspective as described by Single & Shocking (2011) may explain the phenomenon that the outcomes of stressor lie with the originating domain. Satisfaction is a broad construct and is largely based on the fulfillment process of different needs. There is frequently a conflict between role requirements at job and home. When job demands (WIF) become a source of conflict with

home demands, individuals tend to associate the cause of conflict to job demands that result in better and worse satisfaction across home and job domains respectively. Perhaps, individuals experiencing WIF feel that the organizational demands are depleting their resources to successfully manage home needs. In such situations they does not feel comfortable with the source of conflict that result in decreased satisfaction with job. Furthermore the results indicate that the existence of such conflicts does not directly affect the home satisfaction. No relationship between WIF and home satisfaction reveals that home satisfaction is a different phenomenon as compared to job satisfaction. Determinants of home satisfaction could be of interest to future researches. Therefore, I conclude that if WIF level is high, individuals become not satisfied with their job only and home satisfaction is not affected.

When home demands (FIW) become a source of conflict with job demands, individuals tend to fulfill home demands that result in better and worse motivated across job and home domains respectively. Also, job demands, at least for managerial jobs in the current sample are somewhat ambiguous, given that job demands are seldom perfectly predictable as compared to home demands. Perhaps, individuals experiencing FIW believe that while family does not take into account the importance of job demands they should also not give importance to the added family demands. Therefore, if FIW level is high, individuals may not be satisfied at their home, but may still be satisfied with their jobs.

WFF was positively related to home satisfaction and negatively related to job satisfaction. FFW was negatively related to home satisfaction but positively related to job satisfaction. These results are inconsistent with the idea of (i.e. Carlson et al., 2006; Gordon, Whelan-Berry, & Hamilton 2007; Wayne et al., 2007) that work family facilitation will have positive effects across job & home domains. Similar to Hanson et al. (2006), I found domain specific negative effects and cross domain positive effects for WFF & FFW. These results are also in contradiction with the source attribution hypothesis of Shocking & Singla (2011) regarding work family facilitation. The pattern of relationships with work family facilitation showed support for domain specificity with a uniqueness of domain specific negative effects and positive effects across domain. It is important to note that gender has been identified as a key moderator (van Steenbergen et al. 2007), but in the current study none of the control variables including gender gain significance. The results call for identifying additional moderator in the relationship between work family facilitation & satisfaction for a possible explanation of

inconsistent relationship. It is also worth noting that work family facilitation has showed stronger relationship with satisfaction in female dominated samples (e.g. Gordon et. al, 2007; Shocking & Singla, 2011) and this study is based on a largely male dominated sample. Previous studies on work family facilitation are few and cross domain studies are even fewer that study the relationship with satisfaction across job & home domains. In previous research, the relationship between WFF & FFW and satisfaction across job and home domains has identified small effect sizes. A lot more research is required to conclude the facilitation –satisfaction theory. Though previous research has showed some evidence (van Steenbergen et al. 2007) that male samples show significant negative relationship of WFF (at least for the psychological dimension) with home satisfaction, yet we need to discover the underlying phenomenon. Specifically the domain specific negative relationship of WFF with satisfaction identified in the current study needs to be validated. Push stress was positively related to job satisfaction & does not directly related to home satisfaction. Pull stress was not directly related to job satisfaction but positively related to home satisfaction.

The results of this study do not support the notion that stressors that are specific to the work and the family domain are related to satisfaction outside of these domains (Ford et al. 2007; Netemeyer, McMurrian, & Boles, 1996).With regard to WFC, WIF was negatively related to job satisfaction than home satisfaction, and FIW was not related directly related to home satisfaction and positively related to job satisfaction. These results are consistent with Anderson, Coffey, & Byerly, (2002) for WIF and job satisfaction relationship. These results are in partial consistency with the source attribution perspective of Shocking and Singla (2011). However, it contradicts with cross domain effects of work family interaction on satisfaction (Ford et al, 2007). Interestingly, FIW was found to be positively related with job satisfaction. This is an initial evidence of the positive side of FIW. Results for WFF paralleled those for WFC. The pattern of relationships showed support for domain specificity perspective. In summary, there is substantial evidence that affective reactions to WFF to satisfaction occur in the receiving, rather than originating domain. However the negative relationship of WFF with job satisfaction and FFW with home satisfaction is inconsistent with previous research (e.g. Carlson et al., 2006; Wayne et al., 2007).

4.2 STUDY 2

4.2.1 Effect of BLMM intervention on work family interaction, stress and outcomes

4.2.2 Results

4.2.2.1 Descriptive Statistics

Fortunately 100 % usable questionnaires were returned with no missing values. Sixty individuals comprised the participants for the study and it included 51 males and 9 females. The both group of respondents were all "Pakistani national " and were holding managerial responsibilities. 18 % of the employees were below 25 years of age, 57 % were between 26-40 years of age and 25 % were between 40-55 years of age. 13 % of the respondents were having 1 or no dependants, 31% were having 2-3 dependants, 45 % had 4-5 dependents and rest had more than 5 dependants.

Both groups were almost similar on gender, age and number of dependents. Group wise composition of members with regard to gender, age and number of dependants is depicted in table A-56. Correlations among all study variables are depicted in table 4.5 here under. Means and standard deviations are depicted in table A-47. (See Appendix 1).

TABLE 4.5 Study 2: Pretest Correlations (Both Groups)

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Age	1																		
2	Gender	-.185	1																	
3	Dependents	.118	-.37**	1																
4	Pretest Relaxation	-.209	.300*	-.123	1															
5	Pretest Attention	-.301*	.259*	-.022	.734**	1														
6	Pretest Awareness	-.34**	.255*	.072	.520**	.778**	1													
7	Pretest Transcendence	-.41**	.268*	.029	.700**	.885**	.839**	1												
8	Pretest WIF	.130	-.36**	.488**	-.42**	-.325*	-.100	-.243	1											
9	Pretest FIW	.233	-.292*	.395**	-.295*	-.240	-.059	-.183	.851**	1										
10	Pretest WFF	-.200	.077	.065	.228	.420**	.382**	.447**	-.031	-.020	1									
11	Pretest FFW	-.110	.097	-.024	.261*	.480**	.348**	.467**	-.124	-.092	.863**	1								
12	Pretest Push Stress	.009	.071	.205	.183	.259*	.353**	.256*	.085	.071	.440**	.409**	1							
13	Pretest Pull Stress	.195	-.192	.159	-.35**	-.100	.008	-.128	.364**	.346**	.036	.074	-.047	1						
14	Pretest Work Motivation	-.250	.330**	-.297*	.805**	.651**	.445**	.603**	-.58**	-.47**	.343**	.360**	.198	-.38**	1					
15	Pretest Home Motivation	-.150	.226	-.232	.643**	.583**	.383**	.530**	-.61**	-.52**	.38**	.452**	.234	-.42**	.855**	1				
16	Pretest Work Satisfaction	-.035	.221	-.090	.469**	.520**	.255*	.377**	-.33**	-.148	.520**	.612**	.332**	-.135	.541**	.550**	1			
17	Pretest Home Satisfaction	-.062	.229	-.144	.489**	.556**	.326*	.416**	-.42**	-.275*	.507**	.643**	.367**	-.122	.581**	.688**	.897**	1		
18	Pretest Work Performance	-.094	.306*	-.36**	.511**	.413**	.267*	.395**	-.55**	-.46**	.316*	.381**	.159	-.55**	.658**	.693**	.471**	.548**	1	
19	Pretest Home Performance	-.066	.286*	-.35**	.436**	.421**	.256*	.421**	-.54**	-.47**	.369**	.500**	.236	-.43**	.568**	.704**	.447**	.591**	.901**	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

4.2.2.2 Pretest Analysis

I started the analysis with identifying group differences at the pretest levels. Means, standard deviation and standard error means (see table 4.5) were analyzed. The descriptive analysis was supplemented with multivariate tests (see table 4.6), Levene's test for the equality of variance, test of between subject effects, and estimated marginal means (see appendix 1). No significant difference was found among the study variables across groups.

TABLE 4.6 Pretest Multivariate Tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.995	432.194[a]	19.000	40.000	.000
	Wilks' Lambda	.005	432.194[a]	19.000	40.000	.000
	Hotelling's Trace	205.292	432.194[a]	19.000	40.000	.000
	Roy's Largest Root	205.292	432.194[a]	19.000	40.000	.000
Group	Pillai's Trace	.353	1.148[a]	19.000	40.000	.345
	Wilks' Lambda	.647	1.148[a]	19.000	40.000	.345
	Hotelling's Trace	.545	1.148[a]	19.000	40.000	.345
	Roy's Largest Root	.545	1.148[a]	19.000	40.000	.345

a. Exact statistic

b. Design: Intercept + Group

4.2.2.3 Main effects of BLMM intervention

To evaluate the effects of BLMM intervention on work family interaction, stress and outcomes, I carried out a multivariate analysis of covariance. Posttest work family interaction, stress and outcomes entered as the dependent variable, the pretest score of the variables were entered as covariate. group association was entered as the independent variable. Multivariate analysis of covariance revealed significant effects , $F(16,27) = 7.36$, $p < .01$. The pretest measures were related to posttest measures of WIF, $F(17,59)=5.34$, $p<.05$, $R^2=.55$; FIW, $F(17,59)= 5.36$, $p<.05$, $R^2= .55$;WFF, $F(17,59)=3.16$, $p<.05$, $R^2=.38$; FFW, $F(17,59)= 2.59$, $p<.05$, $R^2= .31$;Push Stress, $F(17,59)= 6.74$, $p<.05$, $R^2=.62$; Pull Stress, $F(17,59)= 4.00$, $p<.05$, $R^2= .46$;Job Motivation, $F(17,59)=1.98$, $p<.05$, $R^2=.22$; Home Motivation, $F(17,59)= 3.95$, $p<.05$, $R^2= .46$;Job Satisfaction, $F(17,59)=2.22$, $p<.05$, $R^2=.26$; Home Satisfaction, F (17,59)=

4.95, p<.05, R^2= .53;Job Performance, *F*(17,59)=3.56, *p*<.05, R^2=.42; Home Performance, F (17,59)= 5.50, p<.05, R^2= .56. Significant effects also appear for four dimensions of BLMM meditation i.e. Relaxation, *F*(17,59)=5.83, *p*<.05, R^2=.58; Attention, F (17,59)= 16.34, p<.05, R^2= .81;Awareness,*F*(17,59)=13.07, *p*<.05, R^2=.77; and Transcendence, F (17,59)= 6.20, p<.05, R^2= .60.

To evaluate the effects of BLMM intervention on all study variables I carried out a series of uni-variate analysis of variance. Significant uni-variate effects emerged for all study variables i.e. WIF, *F(1,42)* = 11.31, *p*<.01, η_p^2= .212; FIW, *F(1,42)* =7.39, *p*<.01,η_p^2 =.150;WFF , *F(1,42)* = 6.56, *p*<.01, η_p^2= .135; FFW, *F(1,42)* =4.80, *p*<.05, η_p^2 =.103;Push Stress , *F(1,42)* = 19.00, *p*<.01, η_p^2= .312; Pull Stress, *F(1,42)* =9.54, *p*<.01, η_p^2 =.18;Job Motivation , *F(1,42)* = .46, *p*>.05, η_p^2= .01; Home Motivation, *F(1,42)* =7.39, *p*<.05, η_p^2 =.103;Job satisfaction , *F(1,42)* = 2.67, *p*<.01, η_p^2= .060; Home Satisfaction, *F(1,42)* =5.12, *p*<.01, η_p^2 =.109;Job Performance , *F(1,42)* = 20.50, *p*<.01, η_p^2= .328; Home Performance, *F(1,42)* =26.82, *p*<.01, η_p^2 =.390. Significant univariate effects also emerged for four dimensions of BLMM intervention i.e. Relaxation, *F(1,42)* = 55.07, *p*<.01, η_p^2= .567; Attention, *F(1,42)* =52.36, *p*<.01, η_p^2 =.555;Awareness , *F(1,42)* = 59.05, *p*<.01, η_p^2= .584; Transcendence, *F(1,42)* =24.182, *p*<.01, η_p^2 =.365.

TABLE 4.7 Pairwise Comparisons

	Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.[a]	95% Confidence Interval for Difference[a]	
							Lower Bound	Upper Bound
1	Posttest WIF	Experiment	Control	-.757*	.225	.002	-1.212	-.303
		Control	Experiment	.757*	.225	.002	.303	1.212
2	Posttest FIW	Experiment	Control	-.652*	.240	.009	-1.136	-.168
		Control	Experiment	.652*	.240	.009	.168	1.136
3	Posttest WFF	Experiment	Control	.542*	.211	.014	.115	.969
		Control	Experiment	-.542*	.211	.014	-.969	-.115
4	Posttest FFW	Experiment	Control	.504*	.230	.034	.040	.968
		Control	Experiment	-.504*	.230	.034	-.968	-.040
5	Posttest Push Stress	Experiment	Control	.780*	.179	.000	.419	1.142
		Control	Experiment	-.780*	.179	.000	-1.142	-.419
6	Posttest Pull Stress	Experiment	Control	-.632*	.205	.004	-1.045	-.219
		Control	Experiment	.632*	.205	.004	.219	1.045
7	Posttest Job Motivation	Experiment	Control	.148	.217	.500	-.290	.585
		Control	Experiment	-.148	.217	.500	-.585	.290
8	Posttest Home	Experiment	Control	.480*	.217	.033	.042	.918
	Motivation	Control	Experiment	-.480*	.217	.033	-.918	-.042
9	Posttest Job Satisfaction	Experiment	Control	.360	.220	.110	-.084	.804
		Control	Experiment	-.360	.220	.110	-.804	.084
10	Posttest Home	Experiment	Control	.424*	.187	.029	.046	.802
	Satisfaction	Control	Experiment	-.424*	.187	.029	-.802	-.046
11	Posttest Job Performance	Experiment	Control	.795*	.176	.000	.441	1.150
		Control	Experiment	-.795*	.176	.000	-1.150	-.441
12	Posttest Home	Experiment	Control	.828*	.160	.000	.505	1.151
	Performance	Control	Experiment	-.828*	.160	.000	-1.151	-.505
13	Posttest Relaxation	Experiment	Control	1.493*	.201	.000	1.087	1.899
		Control	Experiment	-1.493*	.201	.000	-1.899	-1.087
14	Posttest Attention	Experiment	Control	.876*	.121	.000	.632	1.121
		Control	Experiment	-.876*	.121	.000	-1.121	-.632
15	Posttest Awareness	Experiment	Control	1.068*	.139	.000	.788	1.348
		Control	Experiment	-1.068*	.139	.000	-1.348	-.788
16	Posttest Transcendence	Experiment	Control	.849*	.173	.000	.500	1.197
		Control	Experiment	-.849*	.173	.000	-1.197	-.500

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

TABLE 4.8 Univariate Tests[a]

	Dependent Variable		Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[a]
1	Posttest WIF	Contrast	5.749	1	5.749	11.312	.002	.212	11.312	.908
		Error	21.346	42	.508					
2	Posttest FIW	Contrast	4.263	1	4.263	7.398	.009	.150	7.398	.757
		Error	24.200	42	.576					
3	Posttest WFF	Contrast	2.944	1	2.944	6.568	.014	.135	6.568	.707
		Error	18.827	42	.448					
4	Posttest FFW	Contrast	2.545	1	2.545	4.801	.034	.103	4.801	.572
		Error	22.264	42	.530					
5	Posttest Push Stress	Contrast	6.106	1	6.106	19.007	.000	.312	19.007	.989
		Error	13.493	42	.321					
6	Posttest Pull Stress	Contrast	4.006	1	4.006	9.540	.004	.185	9.540	.855
		Error	17.636	42	.420					
7	Posttest Job Motivation	Contrast	.218	1	.218	.464	.500	.011	.464	.102
		Error	19.778	42	.471					
8	Posttest Home Motivation	Contrast	2.310	1	2.310	4.882	.033	.104	4.882	.579
		Error	19.873	42	.473					
9	Posttest Job Satisfaction	Contrast	1.297	1	1.297	2.672	.110	.060	2.672	.359
		Error	20.396	42	.486					
10	Posttest Home Satisfaction	Contrast	1.804	1	1.804	5.124	.029	.109	5.124	.599
		Error	14.784	42	.352					
11	Posttest Job Performance	Contrast	6.346	1	6.346	20.501	.000	.328	20.501	.993
		Error	13.000	42	.310					
12	Posttest Home Performance	Contrast	6.879	1	6.879	26.822	.000	.390	26.822	.999
		Error	10.771	42	.256					
13	Posttest Relaxation	Contrast	22.344	1	22.344	55.077	.000	.567	55.077	1.000
		Error	17.039	42	.406					
14	Posttest Attention	Contrast	7.703	1	7.703	52.369	.000	.555	52.369	1.000
		Error	6.178	42	.147					
15	Posttest Awareness	Contrast	11.438	1	11.438	59.053	.000	.584	59.053	1.000
		Error	8.135	42	.194					
16	Posttest Transcendence	Contrast	7.220	1	7.220	24.182	.000	.365	24.182	.998
		Error	12.540	42	.299					

The F tests the effect of Group. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

a. Computed using alpha = .05

TABLE 4.9 Multivariate Tests

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Pillai's trace	.814	7.368[a]	16.000	27.000	.000	.814	117.889	1.000
Wilks' lambda	.186	7.368[a]	16.000	27.000	.000	.814	117.889	1.000
Hotelling's trace	4.366	7.368[a]	16.000	27.000	.000	.814	117.889	1.000
Roy's largest root	4.366	7.368[a]	16.000	27.000	.000	.814	117.889	1.000

Each F tests the multivariate effect of Group. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

a. Exact statistic

b. Computed using alpha = .05

4.2.3 Discussions

The results of this study provide a preliminary evidence of the effectiveness of BLMM intervention in reducing work family conflict and nurturing work family facilitation .Using a pretest-posttest control group design, ANOVA/s showed that the experiment group practicing BLMM for four weeks experience lesser work family conflict and greater work family facilitation than the participants of no-BLMM control group. It is interesting to note that BLMM intervention was effective in reaping positive results for both directions of work family conflict and facilitation. (i.e. Job and home). In addition, the intervention exerted significant effects on job and home satisfaction and performance. However, little support emerged for the positive effect on employee motivation at job and home.

This study advances our understanding of intervention domain of work family interaction and related outcomes in different ways. First and foremost, this study is a beginning effort that uses the knowledge of spiritualism in designing an organizational intervention for positively affecting work family conflict and facilitation. Integration of cross domain theories in the design of organizational interventions could overcome challenges in the identification of more meaningful, objective, cost effective and "implementation friendly" interventions. This study empirically validates and extends previous descriptive findings on the positive effects of meditation on employees, but is unique in studying the effects of meditation on work family conflict, facilitation and motivation across job and home domains. It is worth noting that this study provides initial experimental evidence that BLMM intervention can result in changes in different attitudes and behavior. Moreover, this study has extended the previous experimental findings in clinical psychology by demonstrating that concentration and mindfulness meditation like BLMM intervention is able to positively affect psychological stress. This effort validates the suggestion of Heaphy & Dutton, (2008) & Meurs & Perrewé (2011) that seeking careful guidelines from other domains of knowledge could be beneficial in managing work family interactions.

Second, this study extends Dane (2011) findings based on mindfulness and mindfulness meditation research and provides healthy indications that mindfulness can be effectively learned through meditations like BLMM. Moreover, this study directs on overcoming the limitation of mindfulness as being counterproductive in certain instances (Dane, 2011) like work family

conflict by providing a solution in terms of a hybrid meditation (i.e. BLMM is a combination of concentrative & mindfulness meditation).

Third, the study extends Dane (2011) findings on mindfulness and task performance by providing experimental evidence that mindfulness can also positively affect job performance. However, because the findings were based on a single experimental study, this conclusion remains somewhat tentative. Fourth, this study gauges the affect of BLMM on a combination of different antecedents and outcome variables in the domain of push and pull stress. Such a study methodology provides insightful information on the overall effect of an intervention on different interrelated variables. The use of such methodology could be effective in identifying "side effects" of such interventions. However, the use of such methodology in longitudinal studies with larger sample sizes could be even more effective. Fifth, the experimental evidence suggests that four components of BLMM (i.e. Relaxation, attention, awareness & transcendence) are trainable and can be enhanced through a continuous practice. This evidence requires further exploration. Sixth, this study overcome the limitation in existing literature by explaining the process through which different components of BLMM exert their effect on work family interaction, stress and job & home outcomes. relaxation & awareness components.

Seventh, Hetch & McCarthy (2010) emphasized that role conflict and role facilitation has dispositional tendencies. The empirical findings confirm that in an individual focused intervention like BLMM, the training has been effective in marginalizing the dispositional tendencies of role conflict and nurturing the role facilitation across work and home domains. This is in consistency with earlier research (Fevre, Kolt, & Matheny, 1996) about secondary individual focused interventions.

Eighth, keeping in view the results of study one where it was identified that

"FFW has a positive relationship with pull stress. Pull stress is negatively related to job motivation. WIF is negatively related to job performance but positively related to home performance and FIW is negatively related to home performance but positively related to job performance. Pull stress is negatively related to job performance but positively related to home performance. FIW is negatively related to home satisfaction but positively related to job satisfaction. WFF is positively related to home satisfaction but negatively related to job satisfaction. FFW is negatively related to home satisfaction but positively related to job satisfaction."

Though some of these relationships needs to be further validated yet if these results are true, it poses a great challenge for organizations in the selection of an appropriate intervention to avoid the tradeoff between these variables. It is promising to note that BLMM remained effective in nurturing FFW and yet decreased the pull stress for the participants. Similarly BLMM was also effective in reducing WIF and WIF while increasing satisfaction and performance across job and home domains. It is worth noting that BLMM was not that effective increasing motivation across job and home domains.

This study signifies the need for careful selection of an intervention to manage work family conflict and facilitation. It indicates that the objective of intervention should be specific, if organizations need to overcome stress and related issues; they need to identify an intervention that is capable of reducing conflict. On the other hand, if the purpose is to increase performance, they require interventions that nurture facilitation. The results also suggest that secondary, individual focused, interventions that use cognitive behavior approach could be effective. The BLMM experiment needs to be validated in future studies. Importantly, we need to think out other ways through which cost effective and easy to implement interventions can be designed.

CHAPTER FIVE

5 CONCLUSIONS & RECOMMENDATIONS

This dissertation comprise of three related studies on the subject. In the first study, interrelationship among study variables is examined. The variables include two dimensions of work family interaction i.e. work family conflict and work family facilitation. Work family conflict has been studied across job and home domains i.e. work interference with family (WIF) & family interference with work (FIW). Similarly work family facilitation includes work facilitation with family (WFF) and family facilitation with work (FFW). Work family interaction has been conceptualized as an antecedent variable to stress and employee outcomes. Stress includes two types of negative and positive stress and termed as "push stress" & "pull stress" in this thesis. Work outcomes studied in the current research include motivation, performance and satisfaction across job and home domains. Work family interaction, both types of stress, motivation, performance and satisfaction across job and home domains are collectively termed as study variables. In this study, data is collected from a sample of 291 employees of different organizations in financial sector. Structured equation modeling has been used to identify the relationship among study variables.

Results indicate that WIF and FIW were negatively related to push stress and positively related to pull stress.WIF is negatively related to push and positively related to pull stress while FIW is only positively related to pull stress. Push and pull stress are negatively related. On the other hand, WFF and FFW were positively related to push stress. WFF was not related to pull stress but FFW was positively related to pull stress. These results provide several implications for research and practice. In general, my findings provide support for the idea (Lepine et, al. 2005) that the relationship between stress and motivation depend on the nature of stress i.e. Pull Vs Push. Whereas pull stress is negatively related to job motivation, push stress is positively related to motivation at job and at home.

These results are inconsistent with previous research. Netemeyer et al. (1996) identified that no significant relationship exist between WIF and job performance and a negative relationship between FIW and job performance. The results of the current study are different from two perspectives. First it identifies a negative relationship between WIF and job performance. Secondly, it identifies a positive relationship of FIW with job performance. These

results are inconsistent with the idea of (i.e. Carlson et al., 2006; Gordon et. al, 2007; Wayne et al., 2007) that work family facilitation will have positive effects across job & home domains. Similar to Hanson et al. (2006), I found domain specific negative effects and cross domain positive effects for WFF & FFW. These results are also in contradiction with the source attribution hypothesis of Shocking & Singla (2011) regarding work family facilitation. The pattern of relationships with work family facilitation showed support for domain specificity with a uniqueness of domain specific negative effects and positive effects across domain. It is important to note that gender has been identified as a key moderator (Van Steenbergen et, al. 2007), but in the current study none of the control variables including gender gained significance. This study signifies that organizations need to carefully identify interventions and design employee assistance programs that are capable of holistically affecting the welfare of employees across job and home domains.

In the second study, a meditation intervention (i.e. BLMM) is implemented in a financial sector organization to gauge its effect on work family interaction, stress and outcomes. This study integrates the conceptually rich theories of work family interaction and spirituality to propose and empirically test the possible beneficial effects of BLMM intervention on study variables. The instrument developed in the second study has been used to measure the specific effects of BLMM on work family interaction, stress and outcomes. Data is collected from a sample of 60 employees through a daily diary study, using pretest posttest control group design. Multivariate analysis of variance and related procedures has been used to identify the effect of BLMM intervention on work family interaction, stress and outcomes.

The results of this study provide a preliminary evidence of the effectiveness of BLMM intervention in reducing work family conflict and nurturing work family facilitation .Using a pretest-posttest control group design, ANOVA/s showed that the experiment group practicing BLMM for four weeks experience lesser work family conflict and greater work family facilitation than the participants of no-BLMM control group. It is interesting to note that BLMM intervention was effective in reaping positive results for both directions of work family conflict and facilitation. (i.e. Job and home). In addition, the intervention exerted significant effects on job and home satisfaction and performance. However, little support emerged for the positive effect on employee motivation at job and home.

5.1 Limitations and Future Research

5.1.1 Study 1

More research is needed to better understand how work and family domains contribute to push and pull stress. Particularly, why FFW is positively related to pull & push stress? This could reveal the unexplored dark side of work family facilitation. Such investigations should explore varying contexts to explore where FFW has beneficial or impeding effects. The anatomy of push & pull stress needs to be further explored. Reversed causal relationship of stress and conflict should also reveal interesting insights.

Future studies should further explain the underlying phenomenon of the interrelationships between stress and motivation. It would be worthwhile for future studies to explicitly consider and integrate the constructs of stress and motivation. (Lepine et al. 2005). The spillover between home and job motivation should be studied for a conclusive understanding.

Future studies should also discover the mechanism that explain why pull stress is positively related to home performance. Such investigation may be helpful in understanding the positive side of pull stress that will enhance our understanding about home performance. These studies should confirm and explain the common positive relationship of pull & push stress with home performance. Lastly, on the same lines, the spillover between home and job performance should be studied for a conclusive understanding.

The results call for identifying additional moderator in the relationship between work family facilitation & satisfaction for a possible explanation of inconsistent relationship. It is also worth noting that work family facilitation has showed stronger relationship with satisfaction in female dominated samples (e.g. Gordon et. al, 2007; Shocking & Singla, 2011) and this study is based on a largely male dominated sample. Specifically the domain specific negative relationship of WFF with satisfaction identified in the current study needs to be validated.

5.1.2 Study 2

Further research on the effects of meditation based interventions in organizations might benefit from a focus on a number of areas. First, future research should expand the focus of outcomes considered. We need to know what employee attitudes other than job and home performance, satisfaction and motivation (e.g., Task performance, pay satisfaction, motivation to learn etc.) might be affected, as well as whether other financial outcome criteria can be affected.

Specifically, the significant results for job performance suggest that future studies should collect multi –level data on performance indicators to overcome self report bias.

This research opens more questions than it actually answers. One of the biggest limitations of the current study lies in the fact that this study is conducted in a single financial sector organization. The results cannot be generalized even to the financial industry. Two shot pretest posttest with control group design was used. Such a design is unable to tap daily differences occurring due to the intervention and external factors, thus limit the explanatory power of the results. Another limitation of the research is that the effect of intervention is studied on work family interaction across domains only. Outcomes and crossover of work family interactions could be of more interest to organizations.

Though the BLMM intervention was effective in overcoming individual differences across groups yet it was not able to equally affect all individuals. Within subject analysis reveals that most of the participants were positively affected by the intervention, but traces of evidence also suggest that it was not able to bring any positive change in some subjects. It could be interesting if future studies identify the individual or contextual factors that counteract in the positive influence process of such interventions.

Future research should investigate that why BLMM is more effective in nurturing facilitation than managing work family conflict? It seems worth investigating that why BLMM is more & less effective in overcoming individual differences in work family conflict and facilitation respectively. Such investigations could have twofold impact; on one side it will be helpful in the design of appropriate interventions and more importantly it could enhance our understanding about work family interactions at large. For empirically validating the causality, concentrative and mindful components of BLMM should be identified and tested with the facets of work family conflict and facilitation. In such causal studies, daily diary design could better explain the process of BLMM effectiveness. Effectiveness of the intervention in managing episodic conflict and facilitation could reveal interesting findings. This study should be replicated while using larger samples and different organizational contexts. It would be worthwhile if BLMM intervention is tested against different stress coping strategies like problem, emotion and avoidance. The feasibility of using blue light exposure control group and post intervention manipulation check should be considered in future studies. Finally, results indicate a sharp decrease in work family conflict and increase in work family facilitation. This

major change itself opens different critical questions regarding external validity & sustainability of the effect. Most importantly, future studies should investigate the sustainability of change occurred due to the intervention. Logically, role conflict & facilitation cannot continue decreasing or increasing for indefinite period respectively. It could be really meaningful for organizations if future longitudinal studies could advice on the effective duration and application contingencies of such interventions. Finally, in the current research, the psychological dimension of work family interaction has been studied. On the proposed BLMM intervention, it could be worthwhile to study the time, energy, strain and behavior (van Steenbergen et al. 2007) based dimensions of work family interaction.

5.2 Significance of the study

This study is unique in studying the effect of BLMM on work family interactions, stress and outcomes across job and home domains. The finding of the study may be helpful to academic researchers, trainers/practitioners, organizations, employees and state regulators.

5.2.1 For Academic Researchers

This study has various contributions to the existing literature in psychology, management and spirituality. Important ones are mentioned below.Work family facilitation and work family conflict are rarely studied together. Crossover studies has either focused on work or family outcomes, combined crossover studies as this one is, are rare. Interrelationship among study variables is identified in less researched eastern context. Intervention domain of work family interaction has not been studied with greater frequency, specifically interdisciplinary study in the area is non-existing. Meditation practices are better classified while introducing a new typology termed as hybrid meditation. Blue Light Muraqaba Meditation construct is defined that may be of interest to future researchers specifically in the domain of spirituality. A measure for evaluating BLMM experience has been developed and validated.

5.2.2 For Trainers/Practitioners

This study proposes a new meditation training design using expert opinion and literature review and tests its validity in organizational settings. This may be helpful for trainers and human resource practitioners to replicate such training, especially keeping in view the results of the study. Practitioners may be better able to sell policies with the message that they are not only beneficial for work–family issues but also for job satisfaction and potentially other attitudinal outcomes (Shockley & Singla, 2011) at job and at home.

5.2.3 For Organizations and employees

This research may be helpful in choosing an appropriate organizational intervention for managing employee's behavior. BLMM practice may help employees to coup with uncertain employment conditions and the anticipated stress associated with increasingly ambiguous work environment.

5.2.4 For State Regulations*:*

If such studies are replicated with greater frequency and the finding of this study are validated then labor laws may include a compulsory meditation training (especially for stress related jobs) in the similar manner as fire drills are compulsory for industrial jobs.

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6 APPENDIX- I

6.1 RESULTS OF STUDY 1

6.1.1 Work family conflict, stress and motivation:

Table A-1 Regression weights

			Estimate	S.E.	C.R.	P
Push stress	<---	WIF	-.297	.056	-5.290	***
Pull stress	<---	FIW	.597	.076	7.815	***
Pull stress	<---	WIF	.229	.077	2.972	.003
Pull stress	<---	Push stress	-.086	.034	-2.570	.010
Job motivation	<---	FIW	.559	.118	4.720	***
Job motivation	<---	WIF	-.458	.110	-4.153	***
Job motivation	<---	Push stress	.501	.048	10.447	***
Job motivation	<---	Pull stress	-.252	.083	-3.048	.002

Table A-2 Standardized Total Effects

	WIF	FIW	Push stress	Pull stress	Job motivation
Push stress	-.297	.000	.000	.000	.000
Pull stress	.254	.596	-.086	.000	.000
Job motivation	-.677	.412	.527	-.255	.000

Table A-3 Standardized Direct Effects

	WIF	FIW	Push stress	Pull stress	Job motivation
Push stress	-.297	.000	.000	.000	.000
Pull stress	.229	.596	-.086	.000	.000
Job motivation	-.462	.564	.505	-.255	.000

Table A-4 Standardized Indirect Effects

	WIF	FIW	Push stress	Pull stress	Job motivation
Push stress	.000	.000	.000	.000	.000
Pull stress	.026	.000	.000	.000	.000
Job motivation	-.215	-.152	.022	.000	.000

Table A-5 Model Fit Indices

Model	RMR	GFI	AGFI	PGFI
Default model	.016	.995	.932	.066
Saturated model	.000	1.000		
Independence model	.439	.462	.193	.308

Table A-6 Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.997	.968	.998	.977	.998
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Table A-7 RMSEA, LO, HI & PCLOSE

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.089	.000	.203	.170
Independence model	.594	.564	.625	.000

6.1.2 Work family facilitation, stress and motivation:

Table A-8 Regression Weights

			Estimate	S.E.	C.R.	P
Push stress	<---	WFF	.486	.084	5.754	***
Push stress	<---	FFW	.280	.084	3.314	***
Job motivation	<---	Push stress	.583	.048	12.220	***

Table A-9 Standardized Total Effects

	WFF	FFW	Push stress	Job motivation
Push stress	.486	.280	.000	.000
Job motivation	.283	.163	.583	.000

Table A-10 Standardized Direct Effects

	WFF	FFW	Push stress	Job motivation
Push stress	.486	.280	.000	.000
Job motivation	.000	.000	.583	.000

Table A-11 Standardized Indirect Effects

	WFF	FFW	Push stress	Job motivation
Push stress	.000	.000	.000	.000
Job motivation	.283	.163	.000	.000

Table A-12 Model Fit Indices

Model	RMR	GFI	AGFI	PGFI
Default model	.023	.994	.970	.199
Saturated model	.000	1.000		
Independence model	.510	.433	.056	.260

Table A-13 Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.996	.987	.998	.994	.998
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Table A-14 RMSEA, LO, HI & PCLOSE

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.050	.000	.137	.383
Independence model	.677	.638	.717	.000

6.1.3 Work family conflict , stress and performance

Table A-15 Regression Weights

			Estimate	S.E.	C.R.	P
Push stress	<---	WIF	-.297	.056	-5.290	***
Pull stress	<---	Push stress	-.086	.034	-2.570	.010
Pull stress	<---	FIW	.597	.076	7.815	***
Pull stress	<---	WIF	.229	.077	2.972	.003
Job performance	<---	FIW	.448	.110	4.062	***
Job performance	<---	WIF	-.371	.103	-3.618	***
Job performance	<---	Push stress	.537	.045	12.040	***
Job performance	<---	Pull stress	-.314	.077	-4.074	***
Home performance	<---	Job performance	.693	.053	13.203	***
Home performance	<---	FIW	-.441	.101	-4.345	***
Home performance	<---	WIF	.402	.094	4.288	***
Home performance	<---	Pull stress	.175	.071	2.469	.014
Home performance	<---	Push stress	.208	.049	4.257	***

Table A-16 Standardized Total Effects

	WIF	FIW	Push stress	Pull stress	Job performance
Push stress	-.297	.000	.000	.000	.000
Pull stress	.254	.596	-.086	.000	.000
Job performance	-.615	.262	.568	-.316	.000
Home performance	-.038	-.155	.582	-.043	.686

Table A-17 Standardized Direct Effects

	WIF	FIW	Push stress	Pull stress	Job performance
Push stress	-.297	.000	.000	.000	.000
Pull stress	.229	.596	-.086	.000	.000
Job performance	-.374	.451	.541	-.316	.000
Home performance	.401	-.439	.207	.175	.686

Table A-17 Standardized Indirect Effects

	WIF	FIW	Push stress	Pull stress	Job performance
Push stress	.000	.000	.000	.000	.000
Pull stress	.026	.000	.000	.000	.000
Job performance	-.241	-.189	.027	.000	.000
Home performance	-.439	.284	.375	-.217	.000

Table A-18 Model Fit Indices

Model	RMR	GFI	AGFI	PGFI
Default model	.015	.996	.921	.047
Saturated model	.000	1.000		
Independence model	.440	.423	.192	.302

Table A-19 Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.998	.963	.998	.974	.998
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Table A-20 RMSEA, LO, HI & PCLOSE

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.089	.000	.203	.170
Independence model	.550	.525	.575	.000

6.1.4 Work family facilitation, stress and performance:

Table A-21 Regression weights

			Estimate	S.E.	C.R.	P
Push stress	<---	WFF	.486	.084	5.754	***
Push stress	<---	FFW	.280	.084	3.314	***
Pull stress	<---	FFW	.248	.078	3.161	.002
Pull stress	<---	Push stress	-.466	.078	-5.936	***
Job performance	<---	Push stress	.451	.066	6.818	***
Job performance	<---	Pull stress	-.238	.045	-5.256	***
Job performance	<---	WFF	.160	.064	2.506	.012
Home performance	<---	FFW	-.354	.077	-4.597	***
Home performance	<---	Job performance	.617	.045	13.639	***
Home performance	<---	Pull stress	.119	.039	3.069	.002
Home performance	<---	WFF	.626	.079	7.963	***

Table A-22 Standardized Total Effects

	WFF	FFW	Push stress	Pull stress	Job performance
Push stress	.486	.280	.000	.000	.000
Pull stress	-.226	.118	-.466	.000	.000
Job performance	.434	.098	.563	-.238	.000
Home performance	.863	-.278	.290	-.027	.614

Table A-23 Standardized Direct Effects

	WFF	FFW	Push stress	Pull stress	Job performance
Push stress	.486	.280	.000	.000	.000
Pull stress	.000	.248	-.466	.000	.000
Job performance	.160	.000	.452	-.238	.000
Home performance	.624	-.352	.000	.119	.614

Table A-24 Standardized Indirect Effects

	WFF	FFW	Push stress	Pull stress	Job performance
Push stress	.000	.000	.000	.000	.000
Pull stress	-.226	-.130	.000	.000	.000
Job performance	.273	.098	.111	.000	.000
Home performance	.239	.074	.290	-.146	.000

Table A-25 Model Fit Indices

Model	RMR	GFI	AGFI	PGFI
Default model	.015	.993	.954	.142
Saturated model	.000	1.000		
Independence model	.466	.395	.154	.282

Table A-26 Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.995	.976	.998	.988	.998
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Table A-27 RMSEA, LO, HI & PCLOSE

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.056	.000	.126	.354
Independence model	.521	.496	.546	.000

6.1.5 Work family conflict, stress and satisfaction:

Table A-28 Regression weights

			Estimate	S.E.	C.R.	P
Push stress	<---	WIF	-.297	.056	-5.290	***
Pull stress	<---	WIF	.229	.077	2.972	.003
Job satisfaction	<---	Push stress	.506	.049	10.392	***
Pull stress	<---	FIW	.597	.076	7.815	***
Job satisfaction	<---	WIF	-.501	.112	-4.488	***
Job satisfaction	<---	FIW	.374	.111	3.379	***
Pull stress	<---	Push stress	-.086	.034	-2.570	.010
Home satisfaction	<---	Pull stress	.528	.048	10.969	***
Home satisfaction	<---	FIW	-.600	.048	-12.525	***
Home satisfaction	<---	Job satisfaction	.859	.028	30.623	***

Table A-29 Standardized Total Effects

	FIW	WIF	Push stress	Job satisfaction	Pull stress
Push stress	.000	-.297	.000	.000	.000
Job satisfaction	.377	-.657	.511	.000	.000
Pull stress	.596	.254	-.086	.000	.000
Home satisfaction	.036	-.415	.380	.832	.517

Table A-30 Standardized Direct Effects

	FIW	WIF	Push stress	Job satisfaction	Pull stress
Push stress	.000	-.297	.000	.000	.000
Job satisfaction	.377	-.505	.511	.000	.000
Pull stress	.596	.229	-.086	.000	.000
Home satisfaction	-.586	.000	.000	.832	.517

Table A-31 Standardized Indirect Effects

	FIW	WIF	Push stress	Job satisfaction	Pull stress
Push stress	.000	.000	.000	.000	.000
Job satisfaction	.000	-.151	.000	.000	.000
Pull stress	.000	.026	.000	.000	.000
Home satisfaction	.622	-.415	.380	.000	.000

Table A-32 Model Fit Indices

Model	RMR	GFI	AGFI	PGFI
Default model	.022	.990	.945	.188
Saturated model	.000	1.000		
Independence model	.442	.421	.190	.301

Table A-33 Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.994	.976	.996	.986	.996
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Table A-34 RMSEA, LO, HI & PCLOSE

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.068	.000	.126	.241
Independence model	.579	.555	.605	.000

6.1.6 Work family facilitation, stress and satisfaction:

Table A-35 Regression weights

			Estimate	S.E.	C.R.	P
Push stress	<---	FFW	.280	.084	3.314	***
Push stress	<---	WFF	.486	.084	5.754	***
Pull stress	<---	Push stress	-.466	.078	-5.936	***
Pull stress	<---	FFW	.248	.078	3.161	.002
Job satisfaction	<---	Pull stress	-.221	.045	-4.868	***
Job satisfaction	<---	WFF	-.422	.097	-4.332	***
Job satisfaction	<---	FFW	.756	.095	7.996	***
Job satisfaction	<---	Push stress	.278	.068	4.122	***
Home satisfaction	<---	Job satisfaction	.955	.041	23.470	***
Home satisfaction	<---	FFW	-.570	.074	-7.682	***
Home satisfaction	<---	WFF	.481	.067	7.155	***
Home satisfaction	<---	Pull stress	.097	.033	2.941	.003

Table A-36 Standardized Total Effects

	WFF	FFW	Push stress	Pull stress	Job satisfaction
Push stress	.486	.280	.000	.000	.000
Pull stress	-.226	.118	-.466	.000	.000
Job satisfaction	-.235	.805	.380	-.220	.000
Home satisfaction	.234	.213	.320	-.115	.960

Table A-37 Standardized Direct Effects

	WFF	FFW	Push stress	Pull stress	Job satisfaction
Push stress	.486	.280	.000	.000	.000
Pull stress	.000	.248	-.466	.000	.000
Job satisfaction	-.420	.753	.277	-.220	.000
Home satisfaction	.481	-.571	.000	.097	.960

Table A-38 Standardized Indirect Effects

	WFF	FFW	Push stress	Pull stress	Job satisfaction
Push stress	.000	.000	.000	.000	.000
Pull stress	-.226	-.130	.000	.000	.000
Job satisfaction	.184	.052	.103	.000	.000
Home satisfaction	-.248	.784	.320	-.211	.000

Table A-39 Model Fit Indices

Model	RMR	GFI	AGFI	PGFI
Default model	.013	.994	.936	.095
Saturated model	.000	1.000		
Independence model	.450	.412	.177	.294

Table A-40 Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.996	.969	.997	.980	.997
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Table A-41 RMSEA, LO, HI & PCLOSE

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.075	.000	.157	.217
Independence model	.540	.516	.566	.000

6.2 RESULTS OF STUDY 2

Table A-42 Means, S.D. and Standard error mean

Pretest Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Age	Experiment	30	2.1000	.71197	.12999
	Control	30	2.0333	.61495	.11227
Gender	Experiment	30	1.1667	.37905	.06920
	Control	30	1.1333	.34575	.06312
Dependents	Experiment	30	2.5000	.86103	.15720
	Control	30	2.5333	.86037	.15708
Pretest WIF	Experiment	30	3.5550	.65710	.11997
	Control	30	3.3550	.96251	.17573
Pretest FIW	Experiment	30	3.7219	.85424	.15596
	Control	30	3.5003	1.02365	.18689
Pretest WFF	Experiment	30	2.7443	.79151	.14451
	Control	30	2.9003	.74956	.13685
Pretest FFW	Experiment	30	2.8327	.78120	.14263
	Control	30	2.9650	.74492	.13600
Pretest Push Stress	Experiment	30	2.6560	.81380	.14858
	Control	30	2.6887	.90928	.16601
Pretest Pull Stress	Experiment	30	3.7667	.68939	.12586
	Control	30	3.2440	.80322	.14665
Pretest Work Motivation	Experiment	30	2.4657	.67578	.12338
	Control	30	2.6323	.66932	.12220
Pretest Home Motivation	Experiment	30	2.4327	.71732	.13096
	Control	30	2.6663	.82690	.15097
Pretest Work Satisfaction	Experiment	30	2.6670	.75252	.13739
	Control	30	2.8440	.74621	.13624
Pretest Home Satisfaction	Experiment	30	2.6784	.82370	.15039
	Control	30	2.8554	.87019	.15888
Pretest Work Performance	Experiment	30	2.3323	.75825	.13844
	Control	30	2.6440	.84028	.15341
Pretest Home Performance	Experiment	30	2.3557	.83892	.15316
	Control	30	2.6440	.95809	.17492

Table A-43 Pretest Levene's Test of Equality of Error Variances[a]

	F	df1	df2	Sig.
Age	1.645	1	58	.205
Gender	.510	1	58	.478
Dependents	.002	1	58	.968
Pretest WIF	6.967	1	58	.011
Pretest FIW	1.375	1	58	.246
Pretest WFF	.000	1	58	.996
Pretest FFW	.059	1	58	.810
Pretest Push Stress	.503	1	58	.481
Pretest Pull Stress	2.076	1	58	.155
Pretest Work Motivation	.587	1	58	.447
Pretest Home Motivation	2.637	1	58	.110
Pretest Work Satisfaction	.177	1	58	.676
Pretest Home Satisfaction	.141	1	58	.708
Pretest Work Performance	3.718	1	58	.059
Pretest Home Performance	1.617	1	58	.209
Pretest Relaxation	.706	1	58	.404
Pretest Attention	.027	1	58	.871
Pretest Awareness	.997	1	58	.322
Pretest Transcendence	1.939	1	58	.169

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Group

Table A-44 Pretest Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Age	.067[a]	1	.067	.151	.699
	Gender	.017[b]	1	.017	.127	.723
	Dependents	.017[c]	1	.017	.022	.881
	Pretest WIF	.600[d]	1	.600	.884	.351
	Pretest FIW	.736[e]	1	.736	.828	.366
	Pretest WFF	.365[f]	1	.365	.614	.436
	Pretest FFW	.263[g]	1	.263	.451	.505
	Pretest Push Stress	.016[h]	1	.016	.021	.884
	Pretest Pull Stress	4.098[i]	1	4.098	7.315	.009
	Pretest Work Motivation	.417[j]	1	.417	.921	.341
	Pretest Home Motivation	.819[k]	1	.819	1.367	.247
	Pretest Work Satisfaction	.470[l]	1	.470	.837	.364
	Pretest Home Satisfaction	.470[m]	1	.470	.655	.422
	Pretest Work Performance	1.457[n]	1	1.457	2.275	.137
	Pretest Home Performance	1.247[o]	1	1.247	1.538	.220
	Pretest Relaxation	.224[p]	1	.224	.654	.422
	Pretest Attention	1.356[q]	1	1.356	1.452	.233
	Pretest Awareness	.814[r]	1	.814	.836	.364
	Pretest Transcendence	1.667E-6[s]	1	1.667E-6	.000	.999

Table A-45 Pretest estimated marginal means both Groups

				95% Confidence Interval	
Dependent Variable	Group	Mean	Std. Error	Lower Bound	Upper Bound
Age	Experiment	2.100	.121	1.857	2.343
	Control	2.033	.121	1.790	2.276
Gender	Experiment	1.167	.066	1.034	1.299
	Control	1.133	.066	1.001	1.266
Dependents	Experiment	2.500	.157	2.185	2.815
	Control	2.533	.157	2.219	2.848
Pretest WIF	Experiment	3.555	.150	3.254	3.856
	Control	3.355	.150	3.054	3.656
Pretest FIW	Experiment	3.722	.172	3.377	4.066
	Control	3.500	.172	3.156	3.845
Pretest WFF	Experiment	2.744	.141	2.463	3.026
	Control	2.900	.141	2.619	3.182
Pretest FFW	Experiment	2.833	.139	2.554	3.112
	Control	2.965	.139	2.686	3.244
Pretest Push Stress	Experiment	2.656	.158	2.341	2.971
	Control	2.689	.158	2.373	3.004
Pretest Pull Stress	Experiment	3.767	.137	3.493	4.040
	Control	3.244	.137	2.970	3.518
Pretest Work Motivation	Experiment	2.466	.123	2.220	2.711
	Control	2.632	.123	2.387	2.878
Pretest Home Motivation	Experiment	2.433	.141	2.150	2.716
	Control	2.666	.141	2.383	2.949
Pretest Work Satisfaction	Experiment	2.667	.137	2.393	2.941
	Control	2.844	.137	2.570	3.118
Pretest Home Satisfaction	Experiment	2.678	.155	2.369	2.988
	Control	2.855	.155	2.546	3.165
Pretest Work Performance	Experiment	2.332	.146	2.040	2.625
	Control	2.644	.146	2.352	2.936
Pretest Home Performance	Experiment	2.356	.164	2.027	2.685

	Control	2.644	.164	2.315	2.973
Pretest Relaxation	Experiment	2.377	.107	2.163	2.591
	Control	2.499	.107	2.285	2.713
Pretest Attention	Experiment	2.744	.176	2.390	3.097
	Control	2.443	.176	2.090	2.796
Pretest Awareness	Experiment	2.745	.180	2.384	3.105
	Control	2.512	.180	2.151	2.872
Pretest Transcendence	Experiment	2.699	.163	2.373	3.025
	Control	2.699	.163	2.373	3.025

Table A-46 Box's Test of Equality of Covariance Matrices[a]

Box's M	235.632
F	1.219
df1	136
df2	10388.358
Sig.	.043

[a]Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + WIF + FIW + WFF + FFW + Push Stress + pull stress + workmot + homemot + worksat + homesat + workper + homeper + relaxation + attention + awareness + transcendence + Group

Table A-47 Levene's Test of Equality of Error Variances[a]

		F	df1	df2	Sig.
1	Posttest WIF	.869	1	58	.355
2	Posttest FIW	1.821	1	58	.182
3	Posttest WFF	2.151	1	58	.148
4	Posttest FFW	.876	1	58	.353
5	Posttest Push Stress	.004	1	58	.948
6	Posttest Pull Stress	.813	1	58	.371
7	Posttest Job Motivation	.573	1	58	.452
8	Posttest Home Motivation	7.101	1	58	.010
9	Posttest Job Satisfaction	1.134	1	58	.291
10	Posttest Home Satisfaction	2.892	1	58	.094
11	Posttest Job Performance	1.490	1	58	.227
12	Posttest Home Performance	.488	1	58	.488
13	Posttest Relaxation	.498	1	58	.483
14	Posttest Attention	.774	1	58	.383
15	Posttest Awareness	1.301	1	58	.259
16	Posttest Transcendence	.189	1	58	.665

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + WIF + FIW + WFF + FFW + PushStres + pullstress + workmot + homemot + worksat + homesat + workper + homeper + relaxation + attention + awareness + transcendence + Group

Table A-48 Test of between subject effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	Posttest WIF	46.150[a]	17	2.715	5.341	.000	.684	90.804	1.000
	Posttest FIW	52.566[c]	17	3.092	5.367	.000	.685	91.232	1.000
	Posttest WFF	24.135[d]	17	1.420	3.167	.001	.562	53.842	.993
	Posttest FFW	23.382[e]	17	1.375	2.595	.006	.512	44.108	.974
	Posttest Push Stress	36.847[f]	17	2.167	6.747	.000	.732	114.696	1.000
	Posttest Pull Stress	28.568[g]	17	1.680	4.002	.000	.618	68.033	.999
	Posttest Job Motivation	15.907[h]	17	.936	1.987	.036	.446	33.781	.908
	Posttest Home Motivation	31.835[i]	17	1.873	3.958	.000	.616	67.280	.999
	Posttest Job Satisfaction	18.398[j]	17	1.082	2.229	.018	.474	37.885	.943
	Posttest Home Satisfaction	29.647[k]	17	1.744	4.954	.000	.667	84.222	1.000
	Posttest Job Performance	18.756[l]	17	1.103	3.564	.000	.591	60.596	.997
	Posttest Home Performance	24.018[m]	17	1.413	5.509	.000	.690	93.652	1.000
	Posttest Relaxation	40.208[n]	17	2.365	5.830	.000	.702	99.112	1.000
	Posttest Attention	40.874[o]	17	2.404	16.345	.000	.869	277.870	1.000
	Posttest Awareness	43.039[p]	17	2.532	13.071	.000	.841	222.212	1.000
	Posttest Transcendence	31.484[q]	17	1.852	6.203	.000	.715	105.445	1.000

a. R Squared = .684 (Adjusted R Squared = .556)

b. Computed using alpha = .05

c. R Squared = .685 (Adjusted R Squared = .557)

d. R Squared = .562 (Adjusted R Squared = .384)

e. R Squared = .512 (Adjusted R Squared = .315)

f. R Squared = .732 (Adjusted R Squared = .623)

g. R Squared = .618 (Adjusted R Squared = .464)

h. R Squared = .446 (Adjusted R Squared = .221)

i. R Squared = .616 (Adjusted R Squared = .460)

j. R Squared = .474 (Adjusted R Squared = .261)

k. R Squared = .667 (Adjusted R Squared = .533)

l. R Squared = .591 (Adjusted R Squared = .425)

m. R Squared = .690 (Adjusted R Squared = .565)

n. R Squared = .702 (Adjusted R Squared = .582)

o. R Squared = .869 (Adjusted R Squared = .816)

p. R Squared = .841 (Adjusted R Squared = .777)

q. R Squared = .715 (Adjusted R Squared = .600)

Table A-49 Estimates

	Dependent Variable	Group	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
1	Posttest WIF	Experiment	2.769[a]	.145	2.476	3.063
		Control	3.526[a]	.145	3.233	3.820
2	Posttest FIW	Experiment	3.035[a]	.155	2.723	3.348
		Control	3.687[a]	.155	3.375	4.000
3	Posttest WFF	Experiment	3.198[a]	.137	2.923	3.474
		Control	2.657[a]	.137	2.381	2.932
4	Posttest FFW	Experiment	3.257[a]	.148	2.957	3.557
		Control	2.753[a]	.148	2.454	3.053
5	Posttest Push Stress	Experiment	3.201[a]	.116	2.968	3.434
		Control	2.421[a]	.116	2.188	2.654
6	Posttest Pull Stress	Experiment	3.067[a]	.132	2.800	3.334
		Control	3.699[a]	.132	3.432	3.966
7	Posttest Job Motivation	Experiment	3.068[a]	.140	2.785	3.350
		Control	2.920[a]	.140	2.638	3.203
8	Posttest Home Motivation	Experiment	2.940[a]	.140	2.657	3.223
		Control	2.460[a]	.140	2.177	2.743
9	Posttest Job Satisfaction	Experiment	2.991[a]	.142	2.704	3.277
		Control	2.631[a]	.142	2.344	2.918
10	Posttest Home Satisfaction	Experiment	3.123[a]	.121	2.879	3.367
		Control	2.699[a]	.121	2.455	2.943
11	Posttest Job Performance	Experiment	3.147[a]	.113	2.918	3.376
		Control	2.351[a]	.113	2.122	2.580
12	Posttest Home Performance	Experiment	3.087[a]	.103	2.878	3.295
		Control	2.259[a]	.103	2.050	2.467
13	Posttest Relaxation	Experiment	3.347[a]	.130	3.084	3.609

		Control	1.854[a]	.130	1.592	2.116
14	Posttest Attention	Experiment	3.188[a]	.078	3.030	3.346
		Control	2.312[a]	.078	2.154	2.470
15	Posttest Awareness	Experiment	3.328[a]	.090	3.147	3.510
		Control	2.261[a]	.090	2.079	2.442
16	Posttest Transcendence	Experiment	3.146[a]	.111	2.921	3.371
		Control	2.298[a]	.111	2.073	2.522

a. Covariates appearing in the model are evaluated at the following values: Pretest WIF = 3.4550, Pretest FIW = 3.6111, Pretest WFF = 2.8223, Pretest FFW = 2.8988, Pretest Push Stress = 2.6723, Pretest Pull Stress = 3.5053, Pretest Work Motivation = 2.5490, Pretest Home Motivation = 2.5495, Pretest Work Satisfaction = 2.7555, Pretest Home Satisfaction = 2.7669, Pretest Work Performance = 2.4882, Pretest Home Performance = 2.4998, Pretest Relaxation = 2.4378, Pretest Attention = 2.5933, Pretest Awareness = 2.6282, Pretest Transcendence = 2.6992.

Table A-50 Pretest, Posttest Means and S.Ds

		Pretest				Posttest			
		Group	Mean	Std. Deviation	N	Group	Mean	Std. Deviation	N
1	WIF	Experiment	3.5550	.65710	30	Experiment	2.9510	1.10303	30
		Control	3.3550	.96251	30	Control	3.3443	1.01527	30
2	FIW	Experiment	3.7219	.85424	30	Experiment	3.2003	1.20237	30
		Control	3.5003	1.02365	30	Control	3.5226	1.07132	30
3	WFF	Experiment	2.7443	.79151	30	Experiment	3.2110	.77549	30
		Control	2.9003	.74956	30	Control	2.6440	.84487	30
4	FFW	Experiment	2.8327	.78120	30	Experiment	3.2997	.84558	30
		Control	2.9650	.74492	30	Control	2.7107	.82434	30
5	Push Stress	Experiment	2.6560	.81380	30	Experiment	3.1887	.85687	30
		Control	2.6887	.90928	30	Control	2.4333	.84055	30
6	Pull Stress	Experiment	3.7667	.68939	30	Experiment	3.3443	.86492	30
		Control	3.2440	.80322	30	Control	3.4220	.91764	30
7	Job Motivation	Experiment	2.4657	.67578	30	Experiment	3.0103	.80908	30
		Control	2.6323	.66932	30	Control	2.9780	.75853	30
8	Home Motivation	Experiment	2.4327	.71732	30	Experiment	2.8003	.92014	30
		Control	2.6663	.82690	30	Control	2.6003	.95691	30
9	Job Satisfaction	Experiment	2.6670	.75252	30	Experiment	3.0110	.75040	30
		Control	2.8440	.74621	30	Control	2.6103	.83162	30
10	Home Satisfaction	Experiment	2.6784	.82370	30	Experiment	3.1110	.82744	30
		Control	2.8554	.87019	30	Control	2.7113	.87455	30
11	Job Performance	Experiment	2.3323	.75825	30	Experiment	3.1107	.70253	30
		Control	2.6440	.84028	30	Control	2.3873	.57521	30

12	Home Performance	Experiment	2.3557	.83892	30	Experiment	3.0113	.67503	30
		Control	2.6440	.95809	30	Control	2.3340	.71181	30
13	Relaxation	Experiment	2.3767	.55906	30	Experiment	3.0890	.94986	30
		Control	2.4990	.61130	30	Control	2.1113	.75985	30
14	Attention	Experiment	2.7437	.94094	30	Experiment	3.2450	.69991	30
		Control	2.4430	.99114	30	Control	2.2550	.79100	30
15	Awareness	Experiment	2.7447	.91697	30	Experiment	3.3447	.70403	30
		Control	2.5117	1.05263	30	Control	2.2443	.80168	30
16	Transcendence	Experiment	2.6993	.79412	30	Experiment	3.0660	.77520	30
		Control	2.6990	.97991	30	Control	2.3777	.81980	30

Table A-51 Age, Gender and No. of dependents across groups

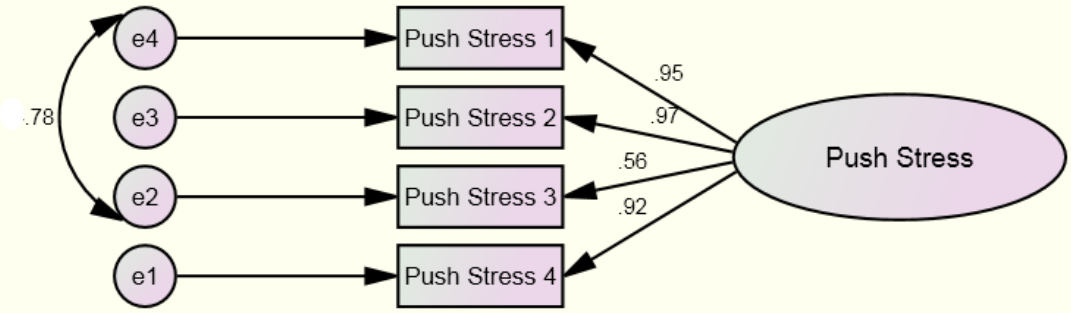
		Group	
		Experiment	Control
Age	25 and below	6	5
	26-40	15	19
	40-55	9	6
Gender	Male	25	26
	Female	5	4
Dependents	1 or less	4	4
	2-3	10	9
	4-5	13	14
	6 and above	3	3

FIGURE A-1

PUSH STRESS FACTOR ANALYSIS

Number of distinct sample moments: 10
Number of distinct parameters to be estimated: 9
Degrees of freedom (10 - 9): 1

Chi-square = .254
Degrees of freedom = 1
Probability level = .615



7 APPENDIX-II

7.1 QUESTIONNAIRES

7.1.1 STUDY 1

Dear Respondent

Please fill in the survey form according to the following guidelines.

1. The purpose of survey is to identify the dynamics of employee behavior. So your true information could be of great use for decision makers.
2. All information will be kept confidential and will be used for academic purposes only.

Name of Organization _____

Age____ Gender_____ Work Experience_____ (Years)

No. of Dependants_____ Designation_____ Married- Unmarried- Divorced single

Sr.	Tick or circle your response on the numbers mentioned against all statements. All information given here will be kept confidential.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	I feel relaxed	1	2	3	4	5
2	I feel peace	1	2	3	4	5
3	I feel I can better concentrate	1	2	3	4	5
4	I feel attentive to one thing at a time	1	2	3	4	5
5	I feel my exposure is broadened	1	2	3	4	5
6	I feel clarity in my thoughts	1	2	3	4	5
7	I feel a divine association.	1	2	3	4	5
8	I feel myself very big.	1	2	3	4	5
9	I feel an immense internal pleasure	1	2	3	4	5
10	When I am at home, I often think about work-related problems.	1	2	3	4	5

11	When I am at home, I often think about things I need to accomplish at work.	1	2	3	4	5
12	When I am at home, I often try to arrange, schedule, or perform job-related activities outside of my normal work hours.	1	2	3	4	5
13	When I am at work, I often think about home-related problems.	1	2	3	4	5
14	When I am at work, I often think about things I need to accomplish at home.	1	2	3	4	5
15	When I am at work, I often try to arrange, schedule, or perform home-related activities.	1	2	3	4	5
16	Because of my work, I am more able to put home-related problems aside.	1	2	3	4	5
17	Because of my work, I am more able to put home-related matters into perspective.	1	2	3	4	5
18	Because of my work, I can distance myself from home-related matters in a pleasant way.	1	2	3	4	5
19	Because of my home life, I am more able to put work-related problems aside.	1	2	3	4	5
20	Because of my home life, I am more able to put work-related matters into perspective.	1	2	3	4	5
21	Because of my home life, I can distance myself from work-related matters in a pleasant way.	1	2	3	4	5
22	I feel a positive drive towards my responsibilities at office	1	2	3	4	5
23	I am right up to take the tasks ahead today.	1	2	3	4	5
24	I feel the work is a challenge not a threat to me.	1	2	3	4	5
25	I feel brave when I face problems	1	2	3	4	5
26	I feel depressed	1	2	3	4	5
27	I feel troubled	1	2	3	4	5
28	I have a lot of work with no time to do it	1	2	3	4	5
29	I feel helpless	1	2	3	4	5
30	I would still do this work, even if I received less Pay	1	2	3	4	5
31	I find that I also want to work in my free time	1	2	3	4	5
32	When I am working on something, I am doing it for myself	1	2	3	4	5
33	I get my motivation from the work itself, and not from the reward for it'.	1	2	3	4	5

34	On average, I feel that I adequately complete assigned duties.	1	2	3	4	5
35	I feel that I fulfill responsibilities of the job.	1	2	3	4	5
36	I perform the tasks that are expected from me.	1	2	3	4	5
37	I meet the performance requirements of the job.	1	2	3	4	5
38	I engage in activities that directly affect the job performance.	1	2	3	4	5
39	On average, I feel I adequately fulfill the tasks that I have in my home life.	1	2	3	4	5
40	I feel that I fulfill the responsibilities of my home life.	1	2	3	4	5
41	At home, I perform the tasks that are expected from me	1	2	3	4	5
42	All in all, I am satisfied with my job	1	2	3	4	5
43	In general, I don't like my job.(R)	1	2	3	4	5
44	In general, I like working here	1	2	3	4	5
45	All in all, I am satisfied with my home life.	1	2	3	4	5
46	In general, I don't like my home life.(R)	1	2	3	4	5
47	In general, I like the time that I spend at home	1	2	3	4	5

7.1.2 STUDY 2

Dear Respondent

Please fill in the survey form according to the following guidelines.

1. The purpose of survey is to identify challenges faced by the employees. So your true information could be of great use for decision makers.
2. All information will be kept confidential and will not be communicated to the management. Only summary of groups will be provided.
3. Please give in your true opinion. There is no right or wrong answer.
4. You need to fill in the same questionnaire in morning time for four weeks on daily basis. Use "Day No." box to mention the days as 1,2,3,4……24.
5. The information on age, gender, no .of dependants etc.. need to be filled only once.

Employee Code No. Exp/Con_____

Age____ **Gender_____** **Work Experience_____ (Years)**

No. of Dependants_____ **Designation_____** **Married- Unmarried- Divorced single**

Day No.____

Sr.	**Tick or circle your response on the numbers mentioned against all statements. All information given here will be kept confidential.**	**Strongly Disagree** 1	**Disagree** 2	**Neutral** 3	**Agree** 4	**Strongly Agree** 5
1	I feel relaxed	1	2	3	4	5
2	I feel peace	1	2	3	4	5
3	I feel I can better concentrate	1	2	3	4	5
4	I feel attentive to one thing at a time	1	2	3	4	5
5	I feel my exposure is broadened	1	2	3	4	5
6	I feel clarity in my thoughts	1	2	3	4	5
7	I feel a divine association.	1	2	3	4	5
8	I feel myself very big.	1	2	3	4	5
9	I feel an immense internal pleasure	1	2	3	4	5
10	When I am at home, I often think about work-related problems.	1	2	3	4	5

11	When I am at home, I often think about things I need to accomplish at work.	1	2	3	4	5
12	When I am at home, I often try to arrange, schedule, or perform job-related activities outside of my normal work hours.	1	2	3	4	5
13	When I am at work, I often think about home-related problems.	1	2	3	4	5
14	When I am at work, I often think about things I need to accomplish at home.	1	2	3	4	5
15	When I am at work, I often try to arrange, schedule, or perform home-related activities.	1	2	3	4	5
16	Because of my work, I am more able to put home-related problems aside.	1	2	3	4	5
17	Because of my work, I am more able to put home-related matters into perspective.	1	2	3	4	5
18	Because of my work, I can distance myself from home-related matters in a pleasant way.	1	2	3	4	5
19	Because of my home life, I am more able to put work-related problems aside.	1	2	3	4	5
20	Because of my home life, I am more able to put work-related matters into perspective.	1	2	3	4	5
21	Because of my home life, I can distance myself from work-related matters in a pleasant way.	1	2	3	4	5
22	I feel a positive drive towards my responsibilities at office	1	2	3	4	5
23	I am right up to take the tasks ahead today.	1	2	3	4	5
24	I feel the work is a challenge not a threat to me.	1	2	3	4	5
25	I feel brave when I face problems	1	2	3	4	5
26	I feel depressed	1	2	3	4	5
27	I feel troubled	1	2	3	4	5
28	I have a lot of work with no time to do it	1	2	3	4	5
29	I feel helpless	1	2	3	4	5
30	I would still do this work, even if I received less Pay	1	2	3	4	5
31	I find that I also want to work in my free time	1	2	3	4	5
32	When I am working on something, I am doing it for myself	1	2	3	4	5

33	I get my motivation from the work itself, and not from the reward for it'.	1	2	3	4	5
34	I like to engage myself in home activities without expectations (without considering the reward)	1	2	3	4	5
35	I find that I also want to spend time on domestic activities	1	2	3	4	5
36	When I am working on something, I am doing it for myself	1	2	3	4	5
37	I get my motivation from the homework itself, and not from the reward for it'	1	2	3	4	5
38	On average, I feel that I adequately complete assigned duties.	1	2	3	4	5
39	I feel that I fulfill responsibilities of the job.	1	2	3	4	5
40	I perform the tasks that are expected from me.	1	2	3	4	5
41	I meet the performance requirements of the job.	1	2	3	4	5
42	I engage in activities that directly affect the job performance.	1	2	3	4	5
43	On average, I feel I adequately fulfill the tasks that I have in my home life.	1	2	3	4	5
44	I feel that I fulfill the responsibilities of my home life.	1	2	3	4	5
45	At home, I perform the tasks that are expected from me	1	2	3	4	5
46	All in all, I am satisfied with my job	1	2	3	4	5
47	In general, I don't like my job.(R)	1	2	3	4	5
48	In general, I like working here	1	2	3	4	5
49	All in all, I am satisfied with my home life.	1	2	3	4	5
50	In general, I don't like my home life.(R)	1	2	3	4	5
51	In general, I like the time that I spend at home	1	2	3	4	5