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One of the elements of modern time is reliance on scientific thinking. With respect to thought provoking philosophical nature of the present time, Modern psychology has proposed theories in the field of psychological processes based on empirical studies. Hence Journal of Modern Psychology has been launched to provide a space for scholars to publish thoughts and scientific studies in personality, abnormal and social psychology.



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Research Paper: Life-Based Therapy (LBT): Applying a New Approach to Positive Psychology and Psychotherapy



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Abstract

Objective: The present study aimed to propose *Life-Based Therapy* as a novel approach within the fields of positive psychology and psychotherapy. Life-Based Therapy, also known as Life Therapy, is a therapeutic method that addresses core issues related to one's Life. It emphasizes a deeper understanding of existence, passion for life, hope for the future, and overall longevity. The goal is to enhance well-being, effectiveness, and personal value by focusing on key life elements such as motivation, interest, desire, tension, fulfillment, attachment, love, passion, and well-being.

Methods: This study employed a descriptive and exploratory research design. The statistical population consisted of theories, techniques, studies, and research conducted in the fields of psychotherapy and counseling. Life-Based Therapy was formulated and refined based on the author's extensive professional, academic, and consultative experience, incorporating relevant theories and existing research within the domain.

Findings: Life Therapy provides a framework for understanding the complexities and challenges of life. It encourages individuals to view each moment as an opportunity for existence, growth, and self-realization. By forming a comprehensive picture of a client's life and its multiple domains, the therapist can help the client avoid inefficiencies and wasted time. The therapy supports individuals in defining various areas of life and actively working toward meaningful goals in each of those areas.

Conclusion: Life-Based Therapy offers an innovative and structured approach to psychotherapy, focused on enhancing awareness and consciousness of life. It empowers individuals to adapt to life's challenges in a constructive and efficient manner. This method promotes purposeful living and aligns therapeutic intervention with the broader aim of achieving balance, passion, and fulfillment in all aspects of life.

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1. Introduction

Life psychology focuses on existence, life, enthusiasm (passion) for life, hopes for the future, and longevity. The primary objective of life psychology is to assist individuals in navigating fundamental concerns and obstacles in their lives. One of the primary responsibilities of psychotherapists and counselors is to assist clients in achieving fulfillment and enhancing their quality of life. Life psychology aims to help individuals in attaining a fulfilling, meaningful, and comprehensive existence. The psychology of life examines an individual's social and personal development. Life psychology may encompass examining aspects such as the style and manner of Life. Individuals live according to their own set of beliefs. Existence and its way of existence constitute the central theme of life psychology. Life effectiveness is the central objective of the field of life psychology. Many facets of Life are discussed in life psychology, including the individual Life, Life in the span of Life, Life with health, life motivation, emotional Life, Social Life, intellectual or logical Life, Spiritual Life, and Life in general (Hassanzadeh, 2022).

Passion is a crucial component of a productive and successful life. Due to its unparalleled efficacy, it is the only method to confront Life's challenges. Passion is about embracing the existence of conflicting ideas and feelings, with the intention of nurturing a purposeful life that yields positive results. Enthusiasm is more than just tolerance, acceptance, or coping with a circumstance; it involves wholeheartedly enjoying the event despite our potential dislike. Passion refers to

the act of confronting and embracing various situations. Enthusiasm for Life entails a life perspective defined by elevated power, energy, liveliness, and Enthusiasm. An individual's passion for Life enables them to fully engage with the mental and bodily aspects of existence, thus decreasing stress levels and enhancing overall well-being. Whenever you encounter a significant challenge or obstacle in Life, it is not advisable to give up. Instead, resistance, persistence, and progressing forward are more effective strategies. Living a successful existence requires having values and being passionate about them. Life is constantly striving to attain elevated objectives and values. A positive mindset is a powerful approach to Life. If the issue is resolvable, use a proactive measure in line with your principles to address it. If the problem cannot be resolved, use the techniques of disintegration and fostering distance. Passion is a powerful need or craving for an activity. It may be found in several domains and is a quality that can be readily assessed. It pertains to those dedicated to performing exceptionally in a particular area. (Hassanzadeh and Talebi, 2023).

Individuals who possess a strong enthusiasm for Life exhibit distinct attributes and qualities. Their attributes and traits may be briefly defined as follows: 1. They exhibit a high level of activity, consistently engaging in tasks and displaying strong motivation. 2. They possess a more significant number of social connections. They can effortlessly get companions. 3. Their productivity and efficiency in Life are enhanced. 4. Their existence is intentional and structured. 5.

Their mood is more optimistic, and they fret less. 6. Their expectations and desires are rational and suitable. 7. Their outlook is more optimistic. 8. They exhibit a present-oriented mindset, avoiding excessive reflection on past events and future projections. "We spent the moments to reach happiness, unaware that the moments were the same happiness." "How late do we realize that life is just the days we are waiting for to pass." 9. They possess a strong character and exhibit self-honesty. 10. Individuals have extroverted tendencies and have a propensity for being quick-tempered. 11. They possess genuine self-awareness. 12. They can regulate their adverse sentiments and emotions. 13. They experience joy. 14. They possess rational and fitting principles in Life. 15. They possess exceptional leadership and managerial abilities. 16. They deeply grasp people and comprehend others more deeply. 17. They possess the ability to make decisions. 18. They possess excellent memory and learning abilities. They concentrate on the necessary information and have the capacity to retain it. 19. They engage in suitable physical activities and exercise regularly. 20. Individuals can alter their thinking and thereby transform their lives. 21. They refrain from making comparisons with others. They prioritize their objectives, their livelihoods, and their strategies. 22. Their marriages and sexual connections are more fulfilling. 23. They get regular, restful sleep. 24. They possess a regular eating routine and a need for food. 25. Their lives are significant. 26. They use the present, look to the future, and learn from the past. "Victory is not defined by never experiencing failure, but by

consistently persevering and recovering from each setback." 27. They possess a strong inclination towards benevolence. 28. They possess a comprehensive and accurate understanding of the truth. 29. They possess the ability to accurately and effectively assess individuals. 30. They are not defensive and get along well with others, the environment, and themselves. 31. They disclose their emotions honestly. They are at ease and have simplicity as well as spontaneity. 32. They demonstrate dedication to their responsibilities, tasks, objectives, and ideals. They require privacy 33. They can preserve their dignity in any circumstance. 34. They possess autonomy and can determine their values apart from the perspectives and actions of others. 35. They possess an enduring sense of joy and gratitude for existence. 36. They experience Life's development, growth, and completion. 37. They are motivated by an authentic and generous intention to assist the human race. 38. Their friendships are solid and enduring. 39. Their actions and performance adhere to ethical norms. 40. They are funny. "We must look for joys, but sorrows find us alone." 41. They are innovative and creative. 42. They search for constructive activities and exhibit Enthusiasm for novel experiences. 43. They possess the power to alter a person's Life drastically. "He who has firm determination alters the world according to his will." 44. They are exceptionally adept at concentrating on their movements and mannerisms. "Keep your whole mind focused on the task at hand. The sun's rays must be focused before burning" (Shahidi et al., 2022; Hassanzadeh, 2022).

The notion of hope has significant importance in this approach. Charles Rick Snyder, also known as the *King of Hope*, defines hope as a combination of "determination," "ability to overcome challenges," "having a clear objective," and "acknowledging obstacles." Emotional hope consists of two elements: cognitive and emotional. Cognitive hope involves using our knowledge to a certain degree and organizing information and facts based on anticipated occurrences. Hope is also linked to emotional anticipation, including tranquility, resilience, and emotional stimulation that arises while seeing a favorable mental future (Chiragpour Khonkhdar, 2023). A hopeful individual has specific attributes that set them apart from others. Below are a few items: They possess adept crisis management abilities, maintain unwavering self-assurance, exhibit more happiness compared to those experiencing depression, prioritize their objectives, demonstrate proactive and driven behavior, exhibit resilience by never surrendering, and consume alcohol. Alternatively, those who abstain from drug use exhibit intentionality, possess a heightened tolerance for pain, demonstrate diligence, have reduced feelings of loneliness or rejection, excel in their roles as parents, friends, and partners, exhibit accelerated recovery, encounter fewer adverse effects, and express contentment with their professional endeavors. Individuals with a greater capacity for recall, a heightened appreciation for spirituality, and a steadfast belief in problem-solving possess an unwavering core of attitudes. They refrain from dwelling on previous regrets and instead see themselves as optimistic

individuals rather than failures, crippled, or ill. Shahidi et al. (2022) argue that individuals possess emotions and convictions. During therapy sessions, individuals express feelings of existential fatigue, articulating sentiments such as Life being akin to a constricting enclosure, suffused with profound solitude, and a series of disillusionments. These suggest that several consumers must reemerge into existence and adopt a new perspective and understanding of Life (Sadat Madani, 2023).

1.1. Philosophical framework of therapeutic Life

Every method used in psychotherapy has a philosophical basis. Consequently, life therapy, also known as life-based therapy, has a particular philosophical and historical foundation. Among the philosophical tenets of this methodology are: 1. It is essential to examine each person's life story and relevant experiences. Subjects such as enthusiasm, curiosity, inventiveness, and willingness to live are significant. The emphasis is placed on connections that provide significance to Life, including familial, personal, societal, and other interdependent ties. 4- Prioritizing the comprehension of morality and cultivating an appropriate mindset towards Life in individuals. 5- Alleviating and eradicating individuals' concerns, such as anxiety, depression, and stress, while fostering a positive mindset towards Life. Studies and emphasis are placed on Goal-directed and healthy behavior, longevity with dignity, and good feelings such as happiness, hope, love, affection, self-love, and love for others and the world. 7. Emphasis is placed on comprehensive and cohesive behaviors.

This method focuses on the holistic examination of Life as a whole rather than analyzing and dissecting individual components. 8- In this technique, individuals confront the circumstances and events that occur in their lives. Psychotherapy is a collaborative process involving two individuals undergoing transformative therapeutic activities. Seek rational approaches in actuality. 10. The therapist's human attributes, including compassion, significance, kindness, integrity, sincerity, sensitivity, humor, cheerfulness, mental well-being, and others, facilitate the clients' journey through Life. 11. This approach is fundamentally optimistic; it emphasizes living a fulfilling, fruitful, and prosperous existence. 12. Individual happiness and health are planned and constructed for each person (Uchida & Rappleye, 2024).

1.2. Generating the Need for Life

An essential aspect of life therapy is assisting individuals in finding purpose and pursuing it. Within the context of therapeutic intervention, it is crucial to ascertain the client's existential purpose, the significance

they attribute to their existence, the many domains that include their Life, and the overall value they place on Life. Fundamentally, it has significance for him. Recognizing the value of Life is crucial in this perspective. Empirical observations suggest that some customers have a limited and restricted scope and sphere of existence. The growth and diversification of the client's circle of Life is one of the main objectives of the life therapy method. Factors like familial, social, personal, and professional connections and citizenship, leisure, health, and educational advancement may enhance the quality of Life. Assist. During the first intervention and therapy sessions, the therapist must ascertain whether the client has objectives and values based on these areas in his Life. Man must be able to conduct a successful social life, as he is a social being. In addition, they are of excellent quality. The number of circles and the number of objectives they are linked with should rise throughout therapy sessions and develop, or instead, make ready for the customers, a life that is worthwhile living. The customers' life cycle before and after is shown in Figure 2.

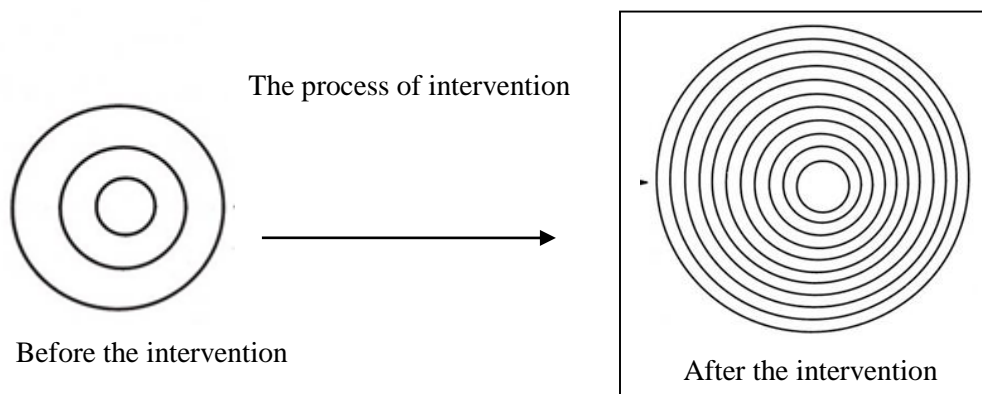


Figure 2. The customers' life cycle before and after.

2. Methods

3. 2.1. Research Design, Population, and Sampling

The current study methodology used a descriptive and exploratory method. The statistical population of this study encompasses all theories, techniques, investigations, and research undertaken in psychotherapy and counseling. Life-based treatment, often known as life therapy, has been formulated and refined via the author's extensive professional, educational, research, and consulting background and by drawing upon relevant ideas and studies in this domain. The meaning of life therapy refers to the use of life-based treatment or life therapy sessions in a series of 8 sessions, each lasting 90 minutes. These sessions were derived from [Hasanzadeh's](#) executive protocol (2022).

2.2 Instrumentation

The treatment protocol of life-based treatment is often known as life therapy (LT). The LT technique consists of 8 sessions, each lasting 90 minutes. It may be accomplished either in a group setting or on an individual basis. This protocol was first constructed using the information from the book "Psychology of Life" authored by Dr. Hassanzadeh. Therapists and experts may use

this protocol tailored to address clients' specific concerns and challenges, taking into account their individual, environmental, and personality factors. It is essential to modify the aims and activities of all treatment regimens to align with the participants' and subjects' study titles, variables, and circumstances. Table 1 displays the procedural details of life therapy (LT) sessions.

The Passion for Life questionnaire: The Passion for Life questionnaire is administered before and after the study. ([Hassanzadeh, 2014](#) as cited in [Hassanzadeh, 2022](#)) developed the Passion for Life Questionnaire. Hassanzadeh's Passion for Life survey comprises fifty questions. This survey utilizes a Likert scale. Weighing in on a five-point Likert scale from absolutely agree to disagree completely. Inverse scoring is applied to questions 8-11-13-16-19-24-27-33-44 (5 for complete disagreement and 1 for complete agreement). The remaining questions are graded directly (five for total agreement and one for total disagreement). Retest validity is 0.85, and 0.93 correlates with the set of items. The questionnaire, based on Hassanzadeh's passion for Life, was developed by the theoretical literature concerning health, life, and passion for life.

Table 1
Protocol of Life Therapy (LT) sessions (Hasanzadeh, 2022)

sessions	Objectives	Activities
First	Developing a therapeutic relationship, briefing participants on the subject matter and objectives of the study, and completing the pre-test	Administering the pre-test, acquainting the group members with the therapist and each other, articulating the guidelines that must be adhered to in the group, and presenting broad

		educational resources on Life and its outcomes
Second	Explaining ideas about the field of psychology and the human experience, psychology, and perspectives about Life and the human experience	Exploring inquiries regarding the fundamental principles and significance of existence, the objective of life, the fundamental components of life, and the aspirations of life. Generating optimism and anticipation for coping with life's difficulties and barriers, and proposing a project in the domain of constructing a guide or framework for life and its predicaments, along with a problem-solving methodology (including the utilization of relevant worksheets)
Third	Assisting an individual in discerning their life objectives and determining their priorities	Reviewing and analyzing the tasks from the previous meeting, engaging in dialogue regarding the emotions and thoughts of group members, reflecting on the process of creating specific behavioral and broad non-behavioral objectives, addressing short-term, mid-term, and long-term goals, instructing on Eisenhower's table or matrix, and presenting assignments in the form of decision-making compilation and life goals (accompanied by relevant worksheets).
Fourth	Clarifying the notion of passion for life and its significance in mental health	Analyzing and considering the previous session's assignments, instructing on the notion of enthusiasm for life, clarifying the traits of individuals who possess an enthusiasm for life, discussing the impact of passion for life on individuals' mental well-being, exploring the fundamentals of living a fulfilling life, and assigning tasks related to cultivating a passion for life

		(including completing relevant worksheets).
Fifth	Explaining the notions about hope as the fundamental catalyst of life	Analyzing and considering the previous session's assignments, engaging in discourse regarding the notion of hope and despair, articulating the significance of hope in one's existence, delineating the attributes of individuals who possess hope, and presenting tasks about methods of cultivating hope in life (including the completion of relevant worksheets).
Sixth	The clarification of the notion of life management and the cycle of life	During the session, we will review and discuss the assignments from the previous session. We will also teach the concept of life management and the life cycle. Furthermore, we will discuss the role of the wheel of wellness in life. Finally, we will present an assignment that involves creating a life wheel diagram (using related worksheets).
Seventh	Presenting ideas about making room in Life, being happy with Life, and thinking positively	The previous session's assignments were examined and discussed; life satisfaction, positive thinking, and making space in one's Life were taught, and the circle of life concept was discussed. The assignment to compile the circle of life was presented (implementation of related worksheets).
Eighth	An overview of the sessions and the performance of the post-examination	Evaluating and discussing the previous meeting's assignments, summarizing the topics covered, giving the group members comments and expressing gratitude for their attendance, and administering the post-exam.

This therapy technique includes worksheets, activities, and metaphors. The therapist must be attentive to the patient's current situation and problems while using worksheets, exercises, and analogies. Below are a few examples of the information included in the leaflets. References are provided with various related topics and questions to define and describe. The therapist may gather information on the patient's expectations, their life objectives, mental model, perception of appropriate and inappropriate behavior, and other topics based on the patient's answers. The references suitably describe the present, real life, and the ideal, aspired existence. One obtains the life alphabet of the reference. The following items are discovered among others: His perspectives on life, positive and productive attitudes, and evil and ineffective attitudes. They are learning about the client's coping mechanisms and ways of adapting to the things that have happened in his life. The client recognizes and assesses the many facets of his existence. Individuals compose their narratives about their past, present, and future events. The therapist gains essential knowledge from the examination of these stories. Evaluation is done on the decision-making processes, as well as the client's reasons and decision-making obstacles. These worksheets and the decision-making form provide the therapist with important information on the client's decision-making processes and the advantages and disadvantages of their choice. Find out and assist him in coming to wise and sensible decisions (Legare, 2018).

2.3. Data Collection and Analysis

The determinants of a comprehensive and harmonious existence, including facilitators and influential variables, as well as hindrances and challenges, are identified. The methods of addressing an issue are evaluated. An assessment is conducted on several aspects of the customers' lives, including their objectives and strategies. Analogously, it resembles a tree. The notion of the Tree of Life is fundamental in this approach. The emblem of the Tree of Life may be used in several circumstances. This notion may serve as an analogy to establish connections between diverse occurrences. During therapeutic sessions and clinical settings, the therapists use the phrase and idea of the Tree of Life as a symbolic representation. Individuals are required to see their existence as a tree, comprising roots, trunk, and leaves. The determinants of a fulfilling and well-rounded existence are identified, including facilitators and influential variables, as well as hindrances and challenges. The methods of addressing an issue are evaluated. An assessment is conducted on the many aspects of the customers' lives, including their objectives and strategies. Analogously, it may be likened to a tree. The notion of the Tree of Life is fundamental in this approach. The emblem of the Tree of Life may be used in several circumstances. This notion may serve as an analogy to establish connections and correlations between various occurrences. During therapy sessions and in therapeutic settings, the therapist uses the phrase and idea of the Tree of Life as a symbolic representation. Individuals are requested to

see their existence as a tree comprising roots, trunk, and leaves. For a tree to thrive and grow, its components must effectively fulfill their roles. The leaves facilitate the photosynthetic process of the roots by absorbing essential salts, minerals, and water. The tree trunk also acts as a sturdy support for the roots and leaves. The idea and metaphor of the Tree of Life may be used in several fields, such as life in a broad sense and family life. It describes the behaviors, emotions, and thoughts that contribute to the growth and development necessary for the survival of the Tree of Life. Recognizing the value of Life is crucial in this perspective. Discovering value in life is not haphazard but takes ingenuity and meticulous strategizing. Discovering merit entails cultivating a life founded upon virtuous and compassionate principles, aspirations, and aims. The therapeutic alliance refers to the collaborative connection established between a therapist and a client, aiming to jointly alleviate the client's distress and foster a feeling of engagement and vitality. The therapeutic alliance between the therapist and the client is crucial for facilitating therapeutic improvements. Perceiving the therapist as affable and empathic motivates the client to approach the therapy with more dedication, leading to improved treatment outcomes. The therapist must meticulously analyze the distinct circumstances of the client, including their worldview, mental condition, and attitudes toward the world and life (Ibrahim & Heuer, 2016).

3. Finding

Life-based therapy, often known as life therapy, encompasses techniques such as

positive psychology, life coaching, and clinical applications in real-world circumstances. Seligman (2011) introduced the concept of positive psychology. Positive psychology explores several aspects of human well-being, including happiness, life satisfaction, energy, and excitement (Ruini, 2017; Magyar-Moe, 2009). Life therapy is a therapeutic technique that relies on the concept of life. This method is intricately connected to the fundamental notion and significance of life. Essential aspects of life include motivation, interest, desire, tension, pleasure, attachment, love, passion, and well-being. The meaning and notion of life refer to the inherent significance of life itself. Given that the philosophy of life is a significant topic, the interpretation and understanding of life might vary across individuals. Life therapy aims to provide a comprehensive framework encompassing many aspects of the person's life. Therapy sessions enhance the number of circles and the number of associated objectives, thus creating a fulfilling existence for clients (Hassanzadeh, 2021). The primary principle of this technique is that by reviving individuals and broadening the boundaries and scope of existence, we effectively restore them to a state of genuine and authentic life as well as to good health and overall well-being. They experience pleasure, vitality, and well-being in such circumstances; they embrace life with desire and enthusiasm and pursue their ambitions and aspirations. This is what life-based treatment, life therapy, counseling, and psychotherapy entail: the transformational and profound learning process. On the foundation of existence, in interpersonal

connections and human circumstances (Feeney & Collins, 2015).

The fundamental objective of psychotherapy and counseling is to inspire a sense of joy and vitality. Changing one's attitude is, in essence, a fundamental objective of the treatment process, which entails reconstructing one's existence. Throughout the treatment process, many concerns are assessed, including the dichotomy between a good life and a poor life. A comparison between the correct and incorrect ways of life, a life founded on accountability and one devoid of accountability, the benefits of having a life plan versus lacking one, strategies for enhancing clients' mental fortitude, instruction on the art and style of living, approaches to attaining well-being and life fulfillment, and similar matters. Stimulating oneself for life should align with the therapist's individual attributes and perceptual framework. In life therapy, counseling, and psychotherapy involve profound learning and transforming the fundamental aspects of existence, human circumstances, and interpersonal connections. Life therapy aims to alter one's trajectory by the principles of psychological education and psychotherapy. Individuals are permitted to design their existence cycle. The clients' completion of the Cycle of Life facilitates the formulation of long-term goals and objectives. The life wheel serves as both a compass and a navigational tool (Vansteenkiste, 2020).

4. Discussion

Life-based therapy, often known as life therapy, is an evidence-based method rooted in scientific research. This approach is both science-based and theory-based. This approach is grounded on prior methodologies, ideas, and perspectives and is informed by the author's most recent investigations and studies. In contrast with therapies and approaches that focus only on problems, life therapy emphasizes making and learning happiness, forgiveness, optimism, existence, life, enthusiasm (passion) for life, hopes for the future, and longevity. Various therapeutic approaches have been applied, such as cognitive behavioral therapy, acceptance and commitment therapy, Gestalt therapy, Adlerian approach, and positive psychology. Each psychotherapist has put out ideas regarding life and adjusting to it. For instance, people's desires, values, objectives, strengths, and resources are highlighted in cognitive behavioral therapy, together with the task and activity plan and the improvement orientation (Beck, 2021). Determining values, accepting life as it happens, and taking committed action are all stressed in treatment founded on acceptance and commitment (Prochaska & Norcross, 2018). According to the Gestalt treatment viewpoint, the whole has a holistic and all-encompassing vision of existence and is greater than the sum of its parts. The client's development and independence in life are prioritized in this therapy method (Corey, 2013; Hayes et al., 2011; Johnson & Burnett, 2024). The Adlerian approach addresses lifestyle, change-making strategies, and how

these factors affect one's quality of life (Prochaska & Norcross, 2018). Positive psychotherapies emphasize positive feelings and qualities and their significance in life. They also heighten passion, and Life, hope, fulfillment, and success are all referred to as passion (Magyar-Moi, 2009). Here, we are discussing some studies conducted on life treatment.

Hassanzadeh and Talebi (2023) studied the efficacy of life therapy in women experiencing infertility. The study revealed that life therapy had positive results in women experiencing infertility. Thus, treatment positively impacts enhancing enthusiasm for life, extending life expectancy, and improving the quality of life in women experiencing infertility. In a study analyzing the effectiveness of cognitive-based interventions, Chiragpour Khonkhdar (2023) conducted a treatment using mindfulness and life therapy to address psychological disturbance, psychological capital, cognitive flexibility, adherence to diet therapy, and chronic pain in patients with dyspepsia. Life therapy focuses on addressing psychological disturbances, enhancing psychological capital, improving cognitive flexibility, promoting adherence to diet treatment, and managing chronic pain. It affects those suffering from dyspepsia. In his study conducting a comparative analysis of the efficacy of acceptance and commitment-based therapy, mindfulness-based cognitive therapy, and life therapy on the mental well-being, psychological security, distress tolerance, and cognitive regulation of emotion in women diagnosed with generalized anxiety disorder, Sarabadani

(2023) determined that life therapy positively impacts the mental well-being, psychological security, distress tolerance, and cognitive regulation of emotions in women with generalized anxiety disorder.

In a study titled "A Comparative Analysis of the Efficacy of Cognitive Analytical Hypnotherapy and Life Therapy on Self-esteem, Adaptability, Emotional Regulation, and Self-efficacy in Individuals with Generalized Anxiety Disorder," Sadat Madani (2023) examined the efficiency of these two therapeutic approaches. The researchers concluded that life therapy had a significant impact on the self-esteem, adaptation, emotional control, and self-efficacy of clients diagnosed with generalized anxiety disorder. Behari Ardeshiri conducted a study in 2023 comparing the efficacy of cognitive behavior therapy and life therapy on anxiety sensitivity, psychological well-being, enthusiasm for Life, hope, and emotion control in individuals diagnosed with irritable bowel syndrome. The findings suggest that life therapy has a significant impact on anxiety sensitivity, psychological well-being, zest for Life, hope, and emotion management in those diagnosed with irritable bowel syndrome in their study named "Effectiveness of acceptance and commitment therapy on mental pain and passion for life in psoriasis patients," Shahidi et al. (2022) investigated the impact of acceptance and commitment therapy on the psychological distress and enthusiasm for Life in individuals with psoriasis. The study findings show that using acceptance and commitment therapy effectively alleviates

mental distress and enhances the zest for Life in individuals diagnosed with psoriasis. In his study titled "Effectiveness of life therapy on the meaning of life, hope, and passion for life in nursing students," [Salahi Abdi \(2022\)](#) found that life therapy significantly influences the meaning of Life, hope, and passion for Life among nursing students. The treatment had the most pronounced effect on the life expectancy variable, as indicated by the average scores.

In his investigation titled "The Efficacy of Acceptance and Commitment Therapy on Psychological Resilience, Zest for Life, and Health Anxiety among Nurses in the Covid-19 Ward," [Azimi Takami \(2022\)](#) found that implementing Acceptance and Commitment Therapy significantly improves psychological resilience, enthusiasm for Life, and reduces health anxiety among nurses working in the Covid-19 department of the hospital. [Azimi Takami \(2022\)](#) conducted a study titled "Effectiveness of therapy based on acceptance and commitment on self-care, passion for life, and stress caused by crisis" on nurses working in the COVID-19 ward. The research concluded that the treatment approach, which focuses on accepting and committing to self-care, fostering a passion for Life, and managing stress related to the Coronavirus crisis, is practical for these nurses. [Salahi Abdi et al. \(2022\)](#) in their study titled "*The Efficacy of Life Therapy on the Enthusiasm for Life in Nursing Students of Sari*" investigated the impact of life therapy on enhancing the enthusiasm for life among nursing students. A study revealed that life therapy significantly affects the enthusiasm for Life among nursing students. In a

thorough quasi-experimental study, [Sarabadani et al. \(2022\)](#) compared the effects of cognitive treatment based on mindfulness and life therapy on the mental well-being and psychological security of women with anxiety disorders. The findings demonstrated that both cognitive treatments grounded on mindfulness and life therapy had a comparable impact on enhancing the mental well-being and psychological security of women diagnosed with generalized anxiety disorder.

[Mohammadian Amiri \(2023\)](#) compared the efficacy of acceptance and commitment therapy, schema therapy, and life therapy on the quality of life, emotion regulation, eating attitudes, and overall compliance in obese women. The study aimed to assess the effectiveness of life therapy in improving the reported quality of Life, emotion regulation, attitude toward eating, and overall compliance in obese women. [Pour Ghasem \(2023\)](#) analyzed the effectiveness of acceptance and commitment therapy on psychological flexibility, passion for life, and hopelessness, and investigated the impact of therapy based on acceptance and commitment on these psychological factors. The results demonstrated that acceptance and commitment-based therapy had a positive impact on the bereaved individuals' zest for life, adaptability, and sense of despair. Specifically, the treatment led to an increase in their enthusiasm for life and flexibility while simultaneously reducing their feelings of hopelessness. [Variani \(2023\)](#) studied the efficacy of life-based therapy on the social conduct, accountability, and academic welfare of divorced high school students and

concluded that life-based therapy is effective for enhancing the social conduct, accountability, and academic welfare of high school students who have experienced divorce. In their study, [Mehdikhani et al \(2023\)](#) studied the effectiveness of life therapy on the enthusiasm for life of mothers with hyperactive children and found that life therapy enhances the excitement for life in mothers with hyperactive children. Hyperactivity is very efficient. Ahmadi Khalili (2023) undertook a comparative analysis of life passion, life orientation, and flexibility among cancer, cardiovascular, and dialysis Patients. The data analysis findings indicated variations in love for life across cancer, cardiovascular, and dialysis patients. Specifically, cardiovascular patients exhibit a higher degree of enthusiasm for life than cancer and dialysis patients. [Ataabadi et al. \(2023\)](#) examined the effectiveness of quality of life therapy in reducing the burden experienced by family caregivers of individuals with addiction. In a study conducted by [Kaderpour \(2023\)](#), the effectiveness of life therapy and compassion therapy was compared in students with mobile phone phobia. The research focused on self-esteem, experiential avoidance, distress tolerance, and social well-being. The results showed that life therapy was effective in improving these factors. Fritsch's research demonstrated the efficacy of quality-of-life treatment in alleviating and resolving issues. [Norberg et al \(2008\)](#) have also determined that quality-of-life treatment may effectively mitigate symptoms of depression and anxiety via the use of effective strategies and interventions. Health-promoting behaviors

can have a positive impact on individuals' overall quality of life. Additionally, approaches aimed at enhancing quality of life may be effective in reducing psychological distress. [Park et al \(2010\)](#) further deliberated on positive psychology and treatment. They conducted a study and discovered intriguing insights into this particular subject. Hence, life therapy assists individuals in uncovering the latent aspects of their existence, identifying concealed aptitudes, and leading a fulfilling existence. The concept of life and life therapy aims to inspire and guide individuals toward fulfilling their predetermined purpose ([Frisch, 2006; Frisch, 2013](#)).

5. Conclusion

The Word of Life is an established method for achieving enhanced clarity, self-assurance, and bravery, enabling you to eventually lead a meaningful and gratifying life, empowering you to reach your highest potential, and positively affecting the world. Life may be compared to riding a stationary bicycle without any progress. It is equivalent to descending rapidly. This technique aims to assist clients in making progress in their personal development and achieving self-actualization by guiding them toward tremendous success and fulfillment.

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Conflicts of Interest

The Authors declare that there is no conflict of interest with any organization. Also, this research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

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Research Paper: The Relationship Between Body Image Satisfaction and Feeding and Eating problems Among Female University Students



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Abstract

Objective: Feeding and eating disorders, a relatively common psychiatric disorder primarily observed in late adolescence and young adulthood, are characterized by abnormal eating patterns and cognitive distortions related to food and weight. Feeding and eating disorders are one of the most critical issues that individuals, especially youth and adolescents, grapple with today. The aim of this study was to investigate the relationship between body image satisfaction and feeding and eating problems in female students at Islamic Azad University, Lahijan Branch.

Methods: This study employed a descriptive correlational design. The population of the study consisted of female students at Islamic Azad University, Lahijan Branch, during the academic year 2023-2024, from whom 348 were selected using convenience sampling. Research data were collected using the Eating Attitude Test (EAT-26) and the Satisfaction with Body-Image (SWBI) Questionnaire. Data analysis was performed using Pearson's correlation coefficient and SPSS version 27 software at a significance level of 0.05.

Results: The results showed a negative relationship between body image satisfaction and feeding and eating problems ($r = -0.72$, $P < 0.01$).

Conclusion: Based on the findings, it can be concluded that body image satisfaction leads to a reduction in feeding and eating problems.

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1. Introduction

Feeding and eating disorders are a concerning factor in public health, with rates rapidly increasing since the 1970s (Ebrahimzadeh Mousavi & Aminoroaya, 2018). The most common eating disorders seen in students are anorexia nervosa and bulimia nervosa. Anorexia nervosa is defined by a fear of weight gain and a disturbance in the perception of body image. In contrast, bulimia nervosa is characterized by persistent concern about shape and weight, recurrent episodes of binge eating, lack of control during these binges, and the use of compensatory methods to prevent weight gain, such as purging, dietary restriction, fasting, or excessive exercise (McLean et al., 2016). The prevalence of feeding and eating disorders and related problems, such as low self-esteem, sadness, malaise, and low satisfaction with body image, has increased significantly in the last 30 years and continues to rise (McLean et al., 2016).

Body Image Concern is a reflection of the mind that a person creates of themselves, which may or may not be related to how others perceive them. Body image is subject to various distortions from early experiences, parental attitudes, internal elements such as emotions and moods, and other factors. A person's body image strongly influences their behavior. This mental image is a driving factor in feeding and eating disorders, as well as mental illnesses such as severe anxiety and even depression. Body image is an aspect of self-concept. In other words, body image is a representation of a person's external appearance, which encompasses physical, perceptual, and attitudinal dimensions of the

individual (Taft Ashian S & Ghasemi Nejad Dhkordi, 2023). Many theorists attribute the increase in feeding and eating disorders in recent years to the emphasis on thinness and its valorization in Western societies through widespread media and social networks. Prospective studies in students have shown that weight concerns, distorted body image, and depression are each a risk for the development of feeding and eating disorders, which are amplified by social networks (Najjarnasab & Dashbozorg, 2019).

Dissatisfaction with body image is a good predictor of the likelihood of developing an eating disorder in longitudinal studies. In fact, one of the necessary precursors to the development of an eating disorder is dissatisfaction with body image. Individuals with a negative body image are more likely to develop an eating disorder and suffer more from feelings such as depression, loneliness, isolation, low self-esteem, and obsession with weight loss. Therefore, the mental dissatisfaction created leads individuals with normal weight to diet, and this is associated with unconventional and unhealthy weight loss methods, eating restrictions, feeding and eating disorders, depression, and low self-esteem. Similarly, each of these disorders, due to its accompanying characteristics, creates significant complications, especially in terms of malnutrition and threats to public health for those who are affected. Considering that the age of onset of this disorder is adolescence and early adulthood, and its coincidence with the beginning of social activities and individual productivity, the importance of the issue is doubled (Sholeha, 2014).

Body appreciation refers to valuing the body's characteristics, functions, and health, such as positive regard, acceptance, respect, and support for the body. This occurs through rejecting unrealistic body images portrayed in the media (Avalos et al., 2005). The results of various studies have shown that body appreciation is associated with a wide range of positive indicators, including self-esteem, self-compassion, and sexual satisfaction (Linardon et al., 2022), life satisfaction, controlled diet (Piko et al., 2020), and a flexible eating pattern (Baceviciene & Jankauskiene, 2020), which is negatively associated with feeding and eating disorders. Correspondingly, the results of some studies have shown that people with high levels of body appreciation have more health-promoting behaviors and pay serious attention to the body's needs and focus on body functions and health (Nolen & Panisch, 2022).

In this regard, numerous studies have examined the relationship between body image satisfaction and feeding and eating disorders. In his study, Mashalpourfard (2018) finds that there is a relationship between feeding and eating disorders and body image perception. Hogue and Mills (2019) claim that there is a positive relationship between the use of social networks and negative perception of self-image, such that communication with attractive peers in these networks increases fear of body image. Liloyd-Richardson et al. (2022) find that there is a correlation between negative self-image, low self-esteem, and general dissatisfaction with life, and this affects the correct perception of weight.

Considering that the school period is a critical period for promoting healthy eating behavior, because eating behaviors are established for a fixed period of adulthood in this period (Sholeha, 2014); on the other hand, due to faster growth and development in youth than in other periods, nutritional needs and nutrient intake in this period are important for growth, development, and health; that is to say, in developing countries, nutrition and cultural transmission, social developments, Westernization, family environment, exposure to mass and social media, and globalization all have a significant impact on eating attitudes and behaviors, especially among adolescents and young people (Golpour & Zakipour, 2023); this research aims to examine the relationship between body image satisfaction and feeding and eating problems in female students.

2. Methods

This study had a descriptive correlational design. The statistical population of the study included female students of Islamic Azad University, Lahijan Branch, who were studying during the academic year 2023-2024. Through the convenience sampling method and based on Morgan's table, 384 individuals were selected, and the Eating Attitude Test (EAT-26) and the Body Image Satisfaction Questionnaire (SWBI) were administered to them. Data were analyzed using Pearson's correlation statistical method by SPSS-27 software at a significance level of 0.05.

2.1. Instruments

The Eating Attitudes Test (EAT-26): The Eating Attitudes Test (EAT-26) was designed by [Garner & Garfinkel \(1979\)](#) and is a self-report screening tool for pathological eating attitudes and behaviors. It consists of 26 questions. Questions 1 to 25 are scored on a Likert scale (3 = Always, 2 = Almost Always, 1 = Often, 0 = Sometimes, 0 = Rarely, 0 = Never), and question 26 is scored on a reverse Likert scale (3 = Never, 2 = Rarely, 1 = Sometimes, 0 = Always, 0 = Almost Always, 0 = Often). The minimum and maximum scores for this instrument range from zero to 78. This test has three subscales: 1) Dieting (1, 6, 7, 10, 11, 12, 14, 16, 17, 22, 23, 24, 25), Bulimia (3, 4, 9, 18, 21, 26), and Oral Control (2, 5, 8, 13, 15, 19, 20). The lowest score an individual can receive is zero, and the highest score is 78. If an individual's score on the test is higher than 20, they should seek further evaluation and possible treatment ([Garner & Garfinkel, 1979](#)). [McLean et al. \(2016\)](#) reported a test-retest reliability coefficient of 0.91 over a two-to-three-week interval and a Cronbach's alpha reliability coefficient of 0.76. In the research of [Mosa Bondak et al. \(2019\)](#), Cronbach's alpha coefficient was used to examine the reliability of the questionnaire, and the total scale score was 0.82, and its validity was obtained as 0.86.

Satisfaction With Body-Image (SWBI):

This questionnaire was developed by [Souto & Garcia \(2002\)](#). It consists of 22 items. Each question is scored on a five-point Likert scale (never to always) (5 = always, 4 = almost always, 3 = often, sometimes, rarely = 2, never = 1). This questionnaire has two dimensions: body image satisfaction, which is obtained from the sum of scores on

questions 1-2-4-8, and body image dissatisfaction, which is obtained from the sum of scores on questions 3-5-6-7-9-10-11-12-13-14-15-16-17-18-19-20-21-22. A score between 22 and 44 indicates low body image dissatisfaction. A score between 44 and 66 indicates moderate body image dissatisfaction, and a score above 66 indicates high body image dissatisfaction. In [Souto & Garcia's \(2002\)](#) research, the reliability of the questionnaire was found to be 0.91 using the split-half method. Moreover, content validity was calculated to be 0.79 using the CVR method. In [Taheri Torbati et al.'s \(2014\)](#) research, the reliability of the questionnaire was calculated to be 0.91 using Cronbach's alpha method, and construct validity was assessed by factor analysis using the principal component method with varimax rotation, where KMO was 0.89 and Bartlett's test of sphericity coefficient was 2292.3.

2.2. Procedure

After obtaining permission and referring to Islamic Azad University, Lahijan Branch, the researcher selected 384 female students using convenience sampling and distributed the research questionnaires among them. Participants were asked to sign a consent form, and they were assured that their responses would remain confidential.

3. Results

The purpose of this study was to investigate the relationship between body image satisfaction and feeding and eating problems in female students of Islamic Azad University, Lahijan Branch. 384 students participated in this study. Of these, 79

(20.6%) were associate degree students, 215 (56%) were bachelor's degree students, 79 (20.6%) were master's degree students, and

11 (2.9%) were doctoral students. [Table 1](#) shows the descriptive indices of the research variables.

Table 1

Descriptive statistics (mean and standard deviation) of research variables in students (n=384)

Variable	Mean	Standard Deviation	Skewness	Kurtosis
Dieting	18.98	2.78	-0.505	0.384
Overeating	12.69	1.77	0.607	-0.096
Oral Control	11.60	1.78	0.473	-0.531
Body Satisfaction	12.04	0.79	-0.644	0.197
Body Dissatisfaction	.26.16	3.79	0.598	0.213
Feeding and Eating Problems	26.39	8.19	-0.494	-0.684
Body Image Satisfaction	28.92	6.06	0.308	-1.302

According to [Table 1](#), the dependent variable, feeding and eating problems, had a mean of 26.39 and a standard deviation of 8.19. The independent variable, body image satisfaction, had a mean of 28.92 and a standard deviation of 6.06.

[Table 2](#) shows the information related to the Pearson correlation between the research variables.

Table 2

The correlation matrix of the research variables.

Variables	1	2	3	4	5	6	7
Body Image Satisfaction	1						
Feeding and Eating Problems	-0.72**	1					
Body Dissatisfaction	-0.48**	0.53*	1				
Body Satisfaction	0.43**	-0.71*	-0.38*	1			
Oral restraint	-0.44**	0.59**	0.49**	-0.57**	1		
Binge Eating	-0.74**	0.55**	0.65*	-0.39**	0.46*	1	
Dieting	-0.76**	0.47*	0.61**	-0.73*	0.61*	0.46*	1

According to the results of the correlation matrix, there was a negative relationship between body image satisfaction and feeding and eating problems ($r = -0.72$, $P < 0.01$). There was a negative relationship between body image satisfaction and body dissatisfaction ($r = -0.48$, $P < 0.01$). There was a positive relationship between body image satisfaction and body satisfaction ($r = 0.43$, $P < 0.01$). There was a negative relationship between body image satisfaction and oral restraint ($r = -0.44$, $P < 0.01$). There is a negative relationship between body image satisfaction and overeating ($r = -0.74$, $P < 0.01$). There was a negative relationship between body image satisfaction and dieting ($r = -0.76$, $P < 0.01$).

4. Discussion

The results of the study showed that there was a relationship between body image satisfaction and feeding and eating problems. These results are consistent with the results of Ebrahimzadeh Mousavi & Aminoroaya (2018), Mashalpourfard (2018), Najjarnasab & Dashbozorg (2019), Pourjaberi & DashtBozorgi (2019), Golpour & Zakipour (2023), Keel et al. (2013), Lioyd-Richardson et al. (2022), Hogue & Mills (2019).

In explaining the obtained result, it can be said that feeding and eating problems are complex mental illnesses resulting from genetics and environmental factors, among which negative body image is only one of these factors; however, negative body image is prominent in feeding and eating problems because many people with eating disorders place a high value on their body and weight when determining their worth. This

Overvaluation of body shape and weight is considered a key symptom in certain, but not all, eating disorders. A person's self-evaluation, which is disproportionately influenced by body weight and shape, is consistent with a diagnosis of anorexia nervosa or bulimia nervosa (Veisi et al., 2021).

Considering the views of different cultures on the appearance of individuals, concern about body image is more common among individuals, especially among women, and causes many problems, including dissatisfaction with physical appearance and even a negative view of physical appearance, and people with this negative evaluation tend to approximate themselves to an ideal image of the body (Khanzadeh et al., 2024).

In fact, the views of different cultures regarding individuals' bodies and beauty ideals increase concerns about body image and cause many problems, including dissatisfaction with physical appearance and even a negative view of physical bodies. Such individuals develop a negative self-evaluation and tend to compare themselves with the ideal body image, attempting to use various methods, including exercise and physical activity, to achieve this. Consequently, they are more prone to displaying signs of feeding and eating problems, such as weight loss, a persistent desire and effort to lose weight, a morbid fear of gaining weight, and compensatory behaviors following overeating to prevent weight gain (SeyyedSalehi & DashtBozorgi, 2018). Since body image is a two-

dimensional construct with physical perception and mental attitude, physical appearance is the main part of body image that plays an important role in social interactions (Novitasari & Hamid, 2021). On the other hand, body image concern means a negative mental evaluation of the body as an influential factor associated with higher negative affect, such as distress, and many unhealthy weight-related consequences (Waller & Mountford, 2015). Inappropriate and negative perceptions of body shape can lead to excessive investment in body image, which is associated with harmful psychosocial consequences such as anxiety, depression, poor self-worth, and efficacy (Kinsaul et al., 2014). These results can be interpreted as a significant gap between the perception of the real body image and the desired body image placing an individual in a passive position that generates negative and exaggerated beliefs about physical defects and intense concern about negative evaluation by others and fear of weight stigma, which results in the emergence of negative emotions, lack of control over eating, and weak feelings of self-efficacy (Alipour et al., 2024).

This research was conducted on female students at Islamic Azad University, Lahijan Branch. Caution should be exercised in generalizing the results to other individuals and groups. It is suggested that similar research be conducted on other groups in the future. Given the relationship between body image satisfaction and feeding and eating problems, it is recommended that training courses be held for students to make them aware of the strategies to increase self-

confidence and positive attitudes towards themselves, and the grounds for the occurrence of feeding and eating problems be prevented.

5. Conclusion

The purpose of this study was to examine the relationship between body image satisfaction and feeding and eating problems in female students. The results showed that there was a negative relationship between body image satisfaction and feeding and eating problems. Therefore, it can be concluded that body image satisfaction can predict the extent of feeding and eating problems in students.

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Conflict of Interest

The authors declare that there is no conflict of interest in the writing of this article.

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Research Paper: The Effects of Innovative Organizational Climate on Job Performance in Private-Sector Employees: Mediating Role of Job Motivation and Self-Efficacy



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Abstract

Objective: The purpose of the present research was to investigate the impact of innovative organizational climate on the job performance of private sector employees, taking into account the mediating role of job motivation and self-efficacy.

Methods: A descriptive-correlation approach was employed in the current investigation, utilizing structural equation modeling. The population of the study consisted of 384 employees from the private sector, aged between 21 and 49 years (with a mean age of 35.11±8.17 years), who willingly participated in the present study. The research was conducted in Tehran, Iran, in the year 2023. The participants were selected through a convenience sampling method, adhering to the guidelines outlined by Krejci and Morgan. Standard questionnaires were used for data collection. Pearson correlation test and structural equation modeling were used for data analysis.

Results: Results revealed that innovative organizational climate significantly affected job performance (T=6.284). Moreover, innovative organizational climate significantly affected job motivation (T=11.594). Furthermore, innovative organizational climate significantly affected self-efficacy (T=9.509). In addition, job motivation had significantly mediated the relationship between innovative organizational climate and job performance (P<0.001). Finally, self-efficacy had significantly mediated the relationship between innovative organizational climate and job performance (P<0.001).

Conclusion: Based on the findings of this research, it is recommended that market holders focus on promoting and enhancing the factors and components that contribute to the innovative organizational climate of private-sector employees. Additionally, greater emphasis should be placed on job motivation and self-efficacy of the private-sector employees.

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1. Introduction

One of the factors that can improve the performance of employees is the organizational atmosphere. Organizational atmosphere is very effective in creating dynamism and creativity of an organization, especially educational organizations that deal with people. As a result, when there is a suitable atmosphere in the organization, people are more motivated to innovate because they work in an organization that accepts creativity and innovation by facilitating a suitable and dynamic atmosphere (American Psychological Association [APA], 2014; Connor & Davidson, 2003; Jolivet et al., 2010). An innovative organizational atmosphere is an atmosphere that can accept an opinion or behavior that is new to the industry, market, or general environment of the organization, and to grow and expand creative and innovative efforts in organizations and facilitate learning. Researchers consider organizational climate as a tool that is used to evaluate, diagnose, and change behavior in the work environment and employees' perception of the general work environment (Sadeghpour & Sangchini, 2020; Taso et al., 2014). Organizational climate is a set of measurable criteria in the work environment that is perceived directly and indirectly by the people who work in this environment and influences their motivation and behavior. Organizational climate indicates the prevailing atmosphere in a company, the perception of the organization's employees, the reflection of the level of cooperation and friendship, mutual trust and support, and is effective on the behavior and motivation of

the organization's employees (Abdi et al. 2022; Afsanepurak, et al. 2012; Dana & Shams, 2019; Dana et al., 2021). Organizational climate is an organizational attitude and a combination of attitudes, feelings and behaviors that shape life in the organization and since it affects the behavior of people in the organization, it can be one of the facilitating and effective factors in creating innovation and creativity in the organization, especially in organizations. It should be educational, which strengthens the will and ability of the organization in the field of innovation and plays a vital role in promoting the creativity and innovation of people (Masten, 2001; Sadeghipor & Aghdam, 2021). The innovative atmosphere of the organization is formed based on the organizational knowledge and culture, and the innovative atmosphere in which the creative behavior of the people gradually enriches the learning of the people. An innovative organizational atmosphere is an atmosphere that develops creative efforts in the organization and facilitates learning; moreover, the organizational atmosphere of schools is effective in fostering creative behaviors and elements of innovation (Ramachandra et al., 2013; Ulger & Yagli, 2010; Vasconcelos et al., 2013; Sharma, 2014).

Innovative behaviors, as behaviors that bring change with themselves, are related to career transformation. These types of behaviors express the creation of new or different things and are defined by the orientation for change, because these behaviors are related to the creation of a new product, service, thinking, procedure, and

new process (Ghorbani & Bund, 2014, 2016; 2017; Ghorbani et al., 2020; Khosravi et al., 2023; Moradi et al., 2020; Sadeghipor & Aghdam, 2021; Sadeghipor et al., 2021). Individual innovative behavior in the work environment is the basis for generating ideas, supporting ideas, and acting on ideas. Innovative behavior in the workplace is a complex behavior that includes three areas of idea generation, idea promotion, and idea implementation. Idea generation deals with ideation and presentation of new ideas (Bandura, 1997; Conner & Davidson, 2003; Hartfiel et al., 2011; Herrick et al., 2020). Idea promotion refers to people's efforts to get the support and commitment of others in implementing new ideas, and idea implementation refers to more practical efforts to convert new ideas into practical solutions and implement them in their organizational work activities. The ability to develop innovative behaviors is widely considered to be a critical competency and a key factor for gaining sustainable competitive advantage and business performance (Sadeghipor et al., 2021; Seyedi-Asl et al., 2021; Seyedi-Asl et al., 2016; Taghva et al., 2020). Innovative organizations can better adapt to environmental changes. The innovations of the organization and the innovative behaviors of employees lead to a higher level of economic and financial profitability, increase sales, and increase work and organizational performance (Chris et al., 2010; Ellis et al., 2013; Faircloth, 2017). Among the methods of increasing innovation, one of the best methods is to create innovative work behavior and the life and success of

organizations in the long term depend on the employees. Innovative work behavior includes innovation and their innovative work behavior is exploring opportunities and generating new ideas, but it can also include behaviors aimed at implementing change, applying new knowledge, or improving processes to enhance personal or professional performance (Letvak et al., 2012; Mikkelsen et al., 2017; Newhan et al., 2014; Ohler et al., 2010). The contribution of employees in the development of organizational innovations refers to the work behavior of innovators, which includes all the work activities related to the development of innovation, which can ultimately lead to the improvement of employee performance as well as the overall performance of the company. The purpose of this research was to investigate the impact of innovative organizational climate on the job performance of private-sector employees, taking into account the mediating role of job motivation and self-efficacy.

2. Methods

2.1. Research Design, Population and Sampling

A descriptive-correlation design was employed in the current investigation, utilizing structural equation modeling. The study consisted of 384 employees who willingly participated in the present study from the private sector, aged between 21 and 49 years (with a mean age of 35.11 ± 8.17 years). The research was conducted in Tehran, Iran, in the year 2023. The participants were selected through a convenience sampling method, following the guidelines outlined by Krejci and Morgan (year).

2.2 Instruments

The Measurement of the Innovative Organizational Climate Questionnaire:

The measurement of the innovative organizational climate questionnaire (Letvak et al., 2012) consisted of 24 items. The respondents provided their answers using a five-point Likert scale, ranging from strongly disagree to strongly agree. In this study, Cronbach's alpha was calculated for this scale to be 0.89. The study utilized Paterson's Job Performance Questionnaire (Connor & Davidson, 2003) to evaluate job performance. It comprised 15 questions, each rated on a 4-point Likert scale from rarely (1) to always (4). Scores ranged from 15 to 60, with higher scores indicating better job performance. The questionnaire demonstrated high reliability, as evidenced by a Cronbach's alpha coefficient of 0.95.

Employee Motivation Questionnaire: The job motivation questionnaire (Sharma, 2014) was employed to assess individuals' motivation towards their job. This questionnaire comprises 40 items and is divided into eight subscales, namely job identity, need for bonding, supervision, need for growth and development, independence, salary and wages, physical conditions of the work environment, and need for power. The Likert scale is used to measure responses, with options ranging from very low (1) to very high (5). The job motivation questionnaire demonstrated a Cronbach's alpha coefficient of 0.89, indicating high internal consistency.

Generalized Self-Efficacy Scale (GSES):

The self-efficacy of individuals was assessed in this study using the General Self-Efficacy Questionnaire (Bandura, 1997). This questionnaire consists of 17 items. It aims to gauge an individual's beliefs regarding their ability to overcome various situations. The questionnaire employs a five-point Likert scale, with a score of 1 indicating complete disagreement and a score of 5 indicating complete agreement. Higher scores on the questionnaire suggest a greater sense of self-efficacy in the individual. The Cronbach's alpha coefficient for this questionnaire in the present research was calculated to be 0.92.

2.3. Data Collection and Analysis

We utilized SPSS-26 and LISREL software to analyze the data. Descriptive statistics such as means and standard deviations were employed to characterize the variables. A Pearson correlation test was administered to assess the relationships between the variables. The structural equation method was applied to investigate the impact of innovative organizational climate on the job performance of private sector employees, considering the mediating effects of motivation and self-efficacy. The significance level was set at ($P < 0.05$).

3. Results

Descriptive data are presented in Table 1. Descriptive results showed that, in general, the level of innovative organizational climate is lower than the average. However, job performance and job motivation were at a medium level. Finally, the self-efficacy of the participants was higher than medium. The results of Kolmogorov-Smirnov tests revealed that all variables were normally

distributed (all $P > 0.05$). Results of Independent T-Tests showed that there were

no significant differences between men and women in all variables of the study.

Table 1
Descriptive Data

	Innovative organizational climate	Job performance	Job motivation	Self-efficacy
Mean	52.47	27.49	97.56	47.69
SD	10.14	3.58	15.47	6.68

Bivariate relationships between innovative organizational climate with job performance, job motivation, and self-efficacy are demonstrated in Table 3. Results revealed a significant direct relationship between innovative organizational climate and job performance ($P < 0.001$). Moreover,

an innovative organizational climate was directly and significantly associated with job motivation ($P < 0.001$). Finally, an innovative organizational climate was directly and significantly associated with self-efficacy ($P < 0.001$).

Table 2.
Results of Bivariate Relationships between Variables

	1	2	3	4
1. Innovative organizational climate	-			
2. Job performance	$r = 0.493$ $P < 0.001$	-		
3. Job motivation	$r = 0.719$ $P < 0.001$	$r = 0.607$ $P < 0.001$	-	
4. Self-efficacy	$r = 0.539$ $P < 0.001$	$r = 0.471$ $P < 0.001$	$r = 0.739$ $P < 0.001$	-

Table 3 and Figure 1 illustrate the results of structural equation modelling. Results revealed that innovative organizational climate significantly affected job performance ($T = 6.284$). Moreover, the innovative organizational climate significantly affected job motivation ($T = 11.594$). Furthermore, the innovative organizational climate significantly affected self-efficacy ($T = 9.509$). In addition, job

motivation has significantly mediated the relationship between innovative organizational climate and job performance ($P < 0.001$). Finally, self-efficacy has significantly mediated the relationship between innovative organizational climate and job performance ($P < 0.001$). Results of model fit are presented in Table 4 and indicate that the research model has a good fit.

Table 3.
Results of Structural Equation Modelling

Path	β	T-value
1 Innovative organizational climate => Job performance	0.581	6.284
2 Innovative organizational climate => Job motivation	0.934	9.625
3 Innovative organizational climate => Self-efficacy	0.840	9.684
	Z	P-value
4 Innovative organizational climate => Job motivation => Job performance	6.780	P<0.001
5 Innovative organizational climate => Self-efficacy => Job performance	5.947	P<0.001

Figure 1
Structural Equation Modelling in the Form of T-Values

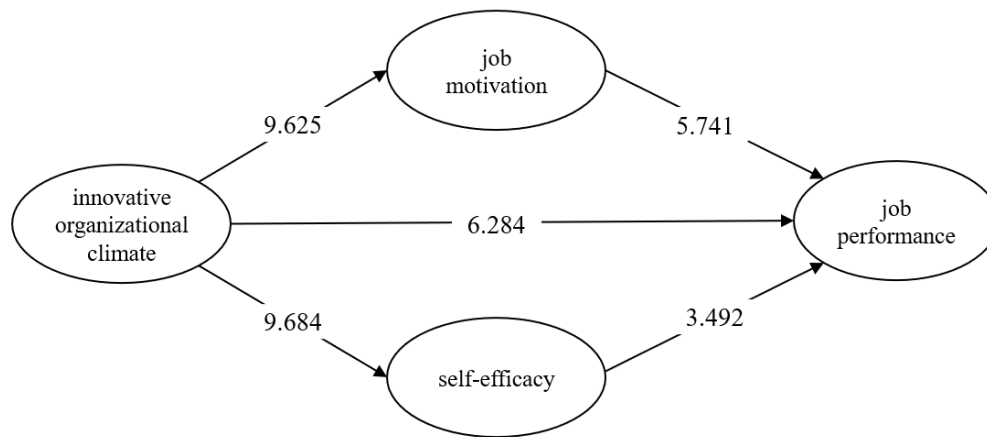


Table 4.
Results of Model Fit

Index	Optimal Range	Obtained Value	Conclusion
RMSEA	< 0.08	0.07	Good fit
X ² / df	< 3	2.69	Good fit
RMR	Closer to 0	0.04	Good fit
NFI	> 0.9	0.97	Good fit
CFI	> 0.9	0.96	Good fit

4. Discussion

The purpose of this research was to investigate the impact of innovative organizational climate on the job performance of private-sector employees, regarding the mediating role of motivation

and self-efficacy. The findings of this study showed that an innovative organizational climate positively affects job performance among employees in the private sector. This finding is in line with those of previous studies. The environment within an

organization can greatly impact creativity and innovation (Khosravi et al., 2023; Moradi et al., 2020). It is crucial for management to foster a climate that supports and enhances individual creativity. Employees who feel supported are more inclined to engage in innovative practices. Moreover, a positive organizational atmosphere can boost employee motivation, commitment, and participation, ultimately leading to improved organizational performance (Sadeghipor et al., 2021; Seyedi-Asl et al., 2021; Seyedi-Asl et al., 2016). Increased employee involvement in innovation results in higher levels of voluntary effort, which in turn enhances overall organizational success. Furthermore, a motivating and engaging organizational climate has a direct positive impact on performance. Hence, an innovative organizational environment plays a key role in enhancing job performance.

The findings indicated that job motivation acts as a mediator in the correlation between an innovative organizational environment and job performance. This finding is in line with those of previous studies. Employee motivation significantly impacts job performance (Sadeghipor & Aghdam, 2021; Sadeghipor et al., 2021). The study highlights that higher motivation levels lead to better performance in fulfilling duties and responsibilities. In the case of employees at retail company X, motivation primarily stems from internal sources rather than external ones. It has been suggested that external factors like rewards, feedback, and support can boost motivation. However, the lack of perceived stimulant factors externally

contributes to the internal motivation of employees at retail company X. This aligns with the Self-determination theory, which emphasizes intrinsic motivation through fulfilling psychological needs. The findings are consistent with previous research (Taghva et al., 2020; Bandura, 1997; Conner & Davidson, 2003; Hartfiel et al., 2011; Herrick et al., 2020). Nevertheless, it is important to highlight that employees' motivation mainly stems from their personal drive. As a result, the company must develop improved strategies and policies to alter the mindset of employees who currently lack external motivational factors. This way, it is anticipated that retail company X will effectively sustain or enhance the external motivation of each employee (Dana et al., 2021; Ghorbani & Bund, 2014).

The findings indicated that self-efficacy acts as a mediator in the correlation between an innovative organizational environment and job performance. These outcomes are in line with previous studies. Self-efficacy beliefs, considered a cognitive process in psychology, play a crucial role under the labels of perceived low self-efficacy or perceived ineffectiveness (Masten, 2001; Sadeghipor & Aghdam, 2021). A strong sense of self-efficacy contributes to personal well-being and the successful completion of tasks in various ways. Individuals with confidence in their abilities perceive challenging tasks as opportunities for growth rather than threats to be avoided. They set ambitious goals and remain dedicated to achieving them, believing they have control over the challenging situations. This perception of capability reduces stress and

depression, leading to task completion (Connor & Davidson, 2003; Jolivet et al., 2010). Self-efficacy involves assessing one's skills and abilities to handle tasks in specific circumstances. Conversely, self-efficacy empowers individuals to excel by utilizing their skills to overcome obstacles, making it a critical factor in successful performance and the fundamental skills required for it. Self-efficacy influences the level of effort exerted in task performance. Those with high self-efficacy put in extra effort to surmount obstacles and challenges. Additionally, Bandura (1997) posits that individuals' physical state, influenced by their emotional and behavioral states, impacts their abilities (self-efficacy) and overall adaptability. Negative emotions like fear, anxiety, stress, and depression lead individuals to underestimate their capabilities in task execution, reflecting low self-efficacy (Bandura, 1997). Individuals with low self-efficacy tend to feel powerless and incapable of managing life's challenges. They perceive their efforts as futile and easily lose hope when faced with obstacles. This mindset can lead to mental and emotional states such as fatigue, anger, and distress, hindering their ability to adapt in social settings. On the other hand, individuals with high self-efficacy believe in their ability to effectively handle various situations (Ramachandra et al., 2013; Ulger & Yagli, 2010; Vasconcelos et al., 2013; Sharma, 2014). They exhibit determination in tackling problems and consistently perform well. Unlike those with low self-efficacy, individuals with high self-efficacy have confidence in their skills, less self-doubt, and view challenges as

opportunities for growth. This positive mindset reduces the fear of failure, elevates aspirations, enhances problem-solving abilities and analytical thinking, ultimately boosting individual performance.

5. Conclusion

In conclusion, it can be affirmed that an innovative organizational climate is a crucial element in enhancing the job performance of private-sector employees. Furthermore, it is worth noting that the impact of innovative organizational climate on job performance is amplified by the job motivation and self-efficacy of the private sector employees. Based on the findings of this research, it is recommended that market holders focus on promoting and enhancing the factors and components that contribute to the innovative organizational climate of private sector employees. Additionally, greater emphasis should be placed on job motivation and self-efficacy of the private-sector employees.

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Conflict of Interest

The Authors declare that there is no conflict of interest with any organization. Also, this research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

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Research Paper: The Relationship between Optimism and Mindfulness with Cognitive Performance in Elderly Adults



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Abstract

Objective: Aging and the onset of old age are accompanied by inevitable changes in cognitive function. Therefore, considering the aging population and the importance of cognitive functions during this sensitive period, identifying factors affecting cognitive function to enhance their cognitive abilities deserves attention. The present study aimed to investigate the relationship between optimism and mindfulness with cognitive function in the elderly.

Methods: The present research employed a descriptive and correlational design. The statistical population of the study included all elderly adults residing in nursing homes in Guilan Province during the year 2020-2021. The study sample consisted of 160 elderly adults who were selected from nursing homes residents using purposive sampling. The research instruments included the Revised Life Orientation Test (LOT-R) for optimism, the Five-Factor Mindfulness Questionnaire (FFMQ) for mindfulness, and the Cognitive Performance Evaluation Questionnaire (CPEQ) for cognitive function. Data were analyzed using Pearson's correlation coefficient and multiple regression analysis (simultaneous method) at a significance level of 0.05.

Results: The results showed a significant positive relationship between optimism and mindfulness with cognitive function, meaning that the more optimistic and mindful elderly adults were, the better their cognitive function. Furthermore, 34% of the variance in cognitive function was explained by optimism and mindfulness.

Conclusion: Therefore, based on the findings of the present study, it can be concluded that optimism and mindfulness are important variables in predicting cognitive function ($p < 0.05$).

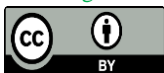
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1. Introduction

Aging is a period of life that typically begins between 60 and 65 years of age. The growth in the number of elderly adults is so significant that it has been described as a silent revolution (Niazi et al., 2019). Estimates from the United Nations and the World Health Organization indicate that by the year 2030, the global population of elderly adults will increase from 9% to 16%, and in Iran, from 6.5% to 17.5%. The number of elderly adults in Iran, which was less than 1.2 million in 1956 (1335 in the solar calendar), has increased more than sixfold to over 7.4 million in 2016 (1395 in the solar calendar) (Afsharkohan & Ghaderi Harsini, 2022). Aging is a biological and anatomical process that affects all living organisms. With the onset of aging, individuals gradually lose some of their physiological, psychological, social, and cognitive functions (Hekmati Pour & Hojjati, 2016). The human brain begins to lose tissue from the third decade of life. Approximately 15% of the cerebral cortex and 25% of the brain's white matter are lost between the ages of 30 and 90. In addition to physiological changes during aging, a lack of physical activity can also lead to a decline in many of the body's natural processes (Tahmasebi et al., 2019). Brain aging is characterized by a gradual decline in cognitive function, often seen as age-related deterioration of synaptic function in brain regions important for memory formation and consolidation, such as the prefrontal cortex and hippocampus (Crews & Masliah, 2010). The decline in cognitive functions during adulthood is observed as a chronic deficit in planning, organizing, and initiating or

completing tasks over time (Upadhyaya, 2007).

Cognitive functions encompass a range of skills, namely attention and learning, memory, language abilities, visuospatial skills, logical reasoning, and problem-solving (Airaksinen, 2006). Executive functions include abilities such as setting goals, planning, initiating, and completing tasks, and self-monitoring behaviors to achieve desired outcomes (Lezak, 1995). Cognitive and executive functions play a significant role in skills and activities related to planning, errors, working memory, emotion regulation, and concentration (Alimohammad et al., 2019). Cognitive functions are influenced by a number of demographic and health-related factors such as age, gender, socioeconomic status, and mental and physical health. Cognitive impairment is generally associated with traumatic brain injuries and Neurodegeneration disorders. Less research has been conducted on the impact of psychological conditions on cognitive functions; however, psychological factors can also influence cognitive functions (Pournaghash Tehrani et al., 2018). One of these psychological factors is optimism. Optimism is the expectation of positive events in the future and a type of cognitive structure that usually leads to motivation for effort (Carver and Schemer, 2014). It can be said that optimism, or having a general expectation that good events will happen more often than bad events in the future, can influence individuals' behavior and how they cope with problems and stressful life events (Hajimahdy and Khaleghipour, 2022).

Optimism reduces the perception of stress and increases a person's ability to work and be active (Naderi, 2018). Optimism is an important factor for achieving successful aging and is one of the individual predictors of experiencing subjective well-being (Ferguson & Goodwin, 2010). If elderly adults have an optimistic attitude, they have a spirit for life and engage in positive activities. Furthermore, such elderly adults will be able to cope with pressures that can lead to insecurity in old age (Rahmatullatifa, 2018). An optimistic individual enjoys better physical health, a better and stronger immune system, is less likely to suffer from infectious diseases, is less prone to heart complications, and will live a longer life (Validipak et al., 2015).

Another variable that is associated with cognitive function is mindfulness. Cognitive functions of the brain that are impaired in various disorders can be improved through mindfulness meditation (Brown & Ryan, 2003). Mindfulness can be conceptualized as focus, openness, a non-judgmental state, attention, and awareness (Sedlmeier et al., 2012). Although the core concept of mindfulness includes other components besides attention, such as awareness, intention, and acceptance, most definitions of mindfulness include maintaining alertness, awareness of external events, and internal experiences (Jankowski & Holas, 2014). The primary mechanism of mindfulness appears to be attentional self-regulation, because focusing attention on a neutral stimulus like breathing creates a suitable attentional environment. Research shows that when people are in a mindful state, the number of

stimuli from the inner world and the external environment that they attend to increases (Nezlek, 2016). All mindfulness exercises are designed to increase attention to the body. In research that uses mindfulness, the emphasis is on the interaction between bodily, cognitive, and emotional processes (Michalak et al., 2012). The results of Zeidan et al.'s (2010) research showed that brief mindfulness training increases visuospatial processing, memory performance, and executive functions. Therefore, a significant consequence of this type of intervention is the enhancement of executive functions with four general domains (perception, emotion, cognition, and action). It can be said that this intervention seeks to increase individuals' executive functions by improving focus and accuracy, and to facilitate individuals' efficiency in problem-solving and decision-making in daily life (McCloskey et al., 2009).

Numerous studies have been conducted in this area. Haroonrashidi and Zakizadeh (2022) stated that mindfulness-based cognitive therapy leads to increased social adjustment and reduced psychological distortions in elderly adults. Abujaradeh et al. (2018) also showed that mindfulness therapy, using appropriate therapeutic metaphors, can improve the cognitive function of trained individuals, and consequently, their psychological processes and cognitive processing are enhanced. Crosswell et al. (2017) have stated that mindfulness therapy, by employing cognitive and emotional awareness, can promote the cognitive, psychological, and emotional health of individuals. Lee's research (2012) also indicated that optimism affects the increase

of cognitive flexibility and helps to expand cognitive resources. Davidson et al. (2003) believed that the success of mindfulness-based cognitive therapies demonstrates biological changes in the brain.

Considering the increasing elderly population and the costs associated with the elderly suffering from cognitive impairment, identifying solutions to compensate for and reduce this impairment has become increasingly important. Given that less research has been conducted on the impact of psychological variables on cognitive functions, this study aimed to investigate the relationship between the variables of optimism and mindfulness with cognitive function in the elderly.

2.1 Methods

2.1 Research Type, Population, and Sample

The present research employed a descriptive and correlational design. The statistical population of this study consisted of elderly individuals residing in nursing homes in Guilan Province during the year 2020-2021. According to the latest statistics, over 400 elderly individuals were being cared for in Guilan nursing homes. Considering that the minimum sample size for correlational studies is 50 individuals (Delavar, 2023), a final sample of 160 individuals was selected using purposive sampling. The inclusion criteria for the study were: having at least basic literacy (reading and writing skills), being within the age range of 65 to 80 years, and not having neurological or psychological problems such as dementia, Alzheimer's disease, or similar conditions as diagnosed by

a psychiatrist. Subsequently, questionnaires on optimism, mindfulness, and cognitive function were administered to them.

2.2. Instruments

Life Orientation Test-Revised (LOT-R): Scheier & Carver (1992) designed this questionnaire to assess optimism and later revised it. This questionnaire consists of 10 questions, and the response options are scored on a scale from 0 (strongly disagree) to 4 (strongly agree). Higher scores indicate greater optimism. Scheier and Carver (1992) reported a Cronbach's alpha coefficient of 0.76 and a test-retest reliability coefficient of 0.79 (over four weeks) for a student sample. Furthermore, factor analysis of optimism and related constructs has shown that dispositional optimism is an independent and distinct factor, indicating the discriminant validity of this construct. In the research by Kajbaf et al. (2006), the results obtained based on the test-retest method and Cronbach's alpha indicated high reliability of the optimism scale. Concurrent validity coefficients between the optimism scale and depression and self-mastery were -0.649 and 0.725, respectively. Factor analysis of the optimism scale revealed that it consists of two factors: hope for the future and a positive attitude towards events.

Five Facet Mindfulness Questionnaire (FFMQ): This questionnaire is a 39-item self-report scale developed by Baer et al. (2006) that measures five facets of mindfulness: Observing, Describing, Acting with awareness, Non-judging of inner experience, and Non-reacting to inner experience. Respondents are asked to

indicate their level of agreement or disagreement with each statement on a five-point Likert scale ranging from one (never or very rarely) to five (often or always). The total score range for this scale is 39-159. A total score is obtained by summing the scores of each subscale, with higher scores indicating greater mindfulness. The internal consistency of the questionnaire's factors using Cronbach's alpha coefficient was found to be 0.75 for Non-reactivity, 0.91 for Describing, 0.83 for Observing, 0.87 for Acting with awareness, and 0.87 for Non-judging. The validity of the questionnaire, assessed using the correlation method with the Freiburg Mindfulness Inventory, was found to be greater than 0.90 (Baer et al., 2006). In the research by Ahmadvand et al. (2013), Cronbach's alpha coefficients for the subscales were 0.71 for Observing, 0.83 for Describing, 0.81 for Acting with awareness, 0.73 for Non-judging, and 0.55 for Non-reactivity. To examine the validity of the questionnaire, the results showed that it had a positive and significant correlation with the Big Five personality questionnaire, with the exception of the neuroticism factor.

Cognitive Performance Evaluation Questionnaire (CPEQ): This test was developed by Folstein et al. (1975) and is the most common screening tool for cognitive impairments worldwide, having been translated into various languages and standardized for different cultures. The cognitive domains assessed in this questionnaire include orientation, registration, attention and calculation, immediate recall, various language functions,

and visuospatial thinking. This questionnaire consists of 20 questions, and the total score is 30, with a score below 23 indicating the likelihood of cognitive impairment. This test includes 5 questions to assess temporal orientation, 5 questions to measure spatial orientation, 3 questions to evaluate registration and recall, 5 questions to assess attention and calculation, 3 questions to weigh recall ability, 3 questions to assess comprehension and language ability, and 6 questions to evaluate complex commands such as visuospatial ability. Each correct answer receives one point, and the score range for each participant varies between zero and thirty (Folstein et al., 1975). In the research by Rezaei et al. (2013), the internal consistency of the items of the Mini-Mental State Examination (likely the CPEQ being referred to here) was found to be 0.85 using Cronbach's alpha coefficient.

2.3. Procedure

After obtaining the necessary permission and visiting the nursing homes, the researcher selected 160 elderly individuals using purposive sampling and administered questionnaires on optimism, mindfulness, and cognitive function to them. Participants were assured that the questionnaire results would remain confidential, and their informed consent was obtained for participation in the research. After the questionnaires were completed, the data were analyzed using descriptive statistics and Pearson's correlation coefficient, and inferential statistics at a significance level of 0.05.

3. Results

Table 1
Descriptive Statistics of the Studied Variables

Variables	Mean	Standard Deviation
Cognitive Function	16.38	1.99
Optimism	24.99	3.35
Mindfulness	112.21	20.41

Table 2. *Correlation Matrix of the Research Variables.*

Variable	Optimism	Mindfulness	Cognitive Function
Optimism	-		
Mindfulness	0.51**	-	
Cognitive Function	0.68**	0.57**	-

As [Table 2](#) showed, there was a direct relationship between optimism and cognitive function ($r = 0.68$, $p < 0.01$) and a direct relationship between mindfulness and cognitive function ($r = 0.57$, $p < 0.01$).

To explain the roles of optimism and mindfulness in explaining the variance of cognitive function, the predictor variables were entered into a regression equation. Before running the test, the assumptions were checked. The results of the Kolmogorov-Smirnov test revealed that the distribution of residuals was normal ($KS = 0.43$, $p > 0.05$). The assumption of homogeneity of variances was examined by plotting the standardized

regression residuals against the standardized regression predicted values. To check the independence of errors, the Durbin-Watson statistic was used, and the results showed that independence was established ($DW = 1.31$). The assumption of multicollinearity was examined through the tolerance statistic (0.77) and the variance inflation factor ($VIF = 1.02$). The results indicated that there was no multicollinearity between the independent variables. After verifying the assumptions, multiple regression using the simultaneous method was used to determine the contribution of the predictor variables in explaining the variance of the criterion variable.

Table 3
Simultaneous Regression Analysis between Optimism and Mindfulness on Cognitive Function

Variables	Sources	Sum of Squares	Degrees of Freedom	Mean Square	F	P	R	R ²
Cognitive Function	Regression	407.78	2	89.47	15.91	0.001	0.4258	0.342
	Residual	184.23	157	0.67				
	Total	591.01	159					

The results presented in Table 3 illustrated that the F-statistic from this analysis was significant at the 0.01 level ($F = 15.91$), and the variables of optimism and mindfulness explained 34% of the variance in cognitive function of elderly adults ($R^2 = 0.34$).

4. Discussion

The present study aimed to investigate the relationship between optimism and mindfulness with cognitive styles in elderly adults. The results of the study showed a significant positive relationship between optimism and mindfulness with cognitive styles. The results of this study are consistent with the research of Haroonrashidi & Zakizadeh (2022), Rahmatullatifa (2018), Abujaradeh et al. (2018), Croswell et al. (2017), Michalak et al. (2012), Zeidan et al. (2010), and Davidson et al. (2003).

In explaining the obtained results, it can be said that Clark & Isen (1982) believed that in different mood states, information was processed differently. In a happy mood, information is processed heuristically and superficially, while in a depressed mood, it is processed deeply and systematically. For optimistic individuals, pleasant stimuli (such as pictures of people, music, words, descriptions, and memories) are more attractive and attention-grabbing, while pessimistic individuals tend to focus on unpleasant stimuli.

Fox (2010) believed that from an information processing perspective, optimism, as one of the factors creating resilience, exerts its influence through attentional control. If individuals can effectively and flexibly use attentional

control strategies and pay less attention to negative stimuli, they will have fewer negative evaluations of the environment, and this change in environmental evaluation will lead to fewer emotional reactions in the long term. In this regard, Gross & Thompson (2007) believe that optimists and pessimists experience their environment cognitively in the same way (for example, seeing and hearing), and the differences between them only appear in how they interpret what they have seen and heard, such that the underlying attentional mechanisms in what they see and hear are quite selective. Attention to negative stimuli disrupts individuals' ability to regulate their mood, while attention to positive stimuli can create adaptive and creative thought patterns. Therefore, optimism not only influences how individuals interpret what they have seen but also influences what they should pay attention to in the environment (Parkhurst et al., 2002; Isaacowitz, 2005).

Furthermore, researchers such as Garland et al. (2015) believed that optimism, by directing attention and memory recall towards positive information and increasing positive interpretation of ambiguous situations, as well as positive valuation of subjects and thoughts during cognitive appraisal, increases the frequency and intensity of positive cognitions and leads to the promotion of cognitive function. Optimism also improves cognition by increasing dopamine activity in the prefrontal cortex and anterior cingulate cortex. Therefore, by increasing optimism and consequently stimulating the prefrontal cortex, cognitive abilities can be

strengthened. Increased dopamine and the positive affect associated with it facilitate working memory, which in turn helps to expand existing cognitive resources or even build new cognitive resources.

Similarly, according to the research results, it was observed that mindfulness in elderly adults can predict their cognitive performance and ability. The reason for this relationship is the common structural and functional basis of the shared constructs of mindfulness and executive function, which is considered part of cognitive abilities (Nejati, 2010).

Research shows that mindfulness meditation leads to the activation of an area of the brain that plays an important role in creating positive emotions and beneficial effects on cognitive function. In other words, since we consider the brain to be the origin of behavior, any type of behavioral change requires structural and functional changes in the brain. The connection between psychotherapy methods and the cognitive functions of the brain, and the discovery of their neuropsychological effects, in addition to substantiating the therapeutic effects, can provide strategies for improving these therapeutic methods (Nejati, 2010).

Mindfulness-based interventions, with an emphasis on mindful attention to the present moment, lead to greater awareness of individuals' external, internal, and motor cues (Thompson et al., 2011). Mindfulness meditation increases the gray matter thickness in the brain, which promotes learning, memory, and emotional regulation (Moran et al., 2010). Therefore, according to

the findings of Hasker (2010), individuals with high mindfulness can easily acquire physical skills, and it is possible that individuals with higher mindfulness have a greater ability to acquire cognitive skills, which also improves their performance. Thus, mindfulness can be related to the memory component, which is one of the components of cognitive function.

Stein's (2008) neuroscientific research on the neurological foundations of meditation and mindfulness-based practices indicates the regulation of emotional states accompanied by increased activity in the prefrontal cortex and decreased activity in the amygdala and insula regions. On the other hand, Weaver et al. (2009) neuroscientific investigations into attentional functions have shown the involvement of prefrontal areas in directing sustained attention and attention-based cognitive executive functions.

The indicators that Carson & Langer (2006) identified for a mindful state include: the ability to track two objects from different perspectives and the ability to change the aspect of the object being examined depending on the context. From a neuroscientific perspective, the first function can be interpreted as divided attention, and the second function can be interpreted as attentional shifting. Furthermore, Hayes & Wilson (2003) consider mindfulness as the maximum mastery of internal and external bodily experiences. Therefore, from this perspective, mindfulness can be considered equivalent to an individual's attentional scope, i.e., the capacity for sustained attention. Many exercises used to improve

mindfulness include sustained attention exercises.

Moore and Malinowski (2009) believed that contact with the present moment emphasizes the importance of observing and attending to the full range of internal and external stimuli and encompasses non-judgmental acceptance or a non-evaluative stance towards the present moment. Committed action, in essence, is acting based on awareness, without distraction, in a non-habitual way, and based on personal values. In a study, they examined the role of these three components (acceptance, contact with the present moment, and committed action) in inhibiting irrelevant and distracting information and the de-automatization of habitual responses, which showed a positive correlation between these three components and non-automatic cognitive processing and cognitive flexibility.

Therefore, it seems that reducing automatic cognitive processes and improving cognitive flexibility are among the most important abilities that individuals need to avoid bias in the perception of psychological balance and well-being. A study has shown the role of mindfulness training in increasing information processing speed, and it was found that after mindfulness training, in addition to an increased ability to de-automatize automatic responses, there was also faster responding to stimuli (Moore & Malinowski, 2009). As Savari (2013) stated, in mindfulness training, individuals learn to observe the layers they normally add to the understanding of their experience and identify the specific lenses through which they view the world.

In explaining the present findings, it should be noted that according to Miller & Brooker (2017), mindfulness therapy can increase cognitive and metacognitive awareness, enabling individuals to gain greater control, management, and monitoring of their thoughts and behaviors, and experience higher cognitive self-regulation. This process allows them to exhibit more organized cognitive processing. It is worth mentioning that cognitive processes mainly occur in the frontal part of the brain, the same area where executive functions and neuropsychological skills are also primarily processed.

The results of this study are limited to elderly adults over 60 years of age, and caution should be exercised when generalizing the results to other age groups. In the present study, given the breadth of the topic of mental and physical health of elderly adults, a questionnaire was used. Consequently, the specific conditions of the elderly studied when answering the questions may have influenced the study results, and their precise control was beyond the researcher's ability. It is suggested that similar research be conducted in other age groups to allow for a comparison of developmental changes between middle and old age. Based on the findings of the present study, it is suggested that therapeutic interventions based on promoting mindfulness and optimism be considered to enhance the cognitive function of elderly adults.

Given the specific conditions of elderly adults and the cognitive difficulties they face, serious attention to mindfulness exercises can

improve their condition. Therefore, to promote psychological variables in elderly adults, encouraging and motivating them to engage in activities effective in their cognitive function seems important.

5. Conclusion

According to the results obtained from this research, it can be concluded that there is a relationship between optimism and mindfulness with the cognitive function of elderly adults, and increasing optimism and mindfulness will improve the cognitive function of the elderly.

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Conflicts of Interest

The Authors declare that there is no conflict of interest with any organization. Also, this research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

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Research Paper: Influence of Corrupt Practices on Students' Moral and Spiritual Development in Taraba State Institutions of Higher Learning



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Abstract

Objective: Corruption in higher education institutions poses a significant threat to students' ethical standards and spiritual well-being. In Taraba State, Nigeria, concerns have been raised about increasing incidences of unethical behaviors among academic staff and students. The study aimed to examine the influence of corrupt practices on the moral and spiritual development of students in tertiary institutions in Taraba State.

Methods: A descriptive survey research design was employed. The study population consisted of approximately 17,000 students. Using purposeful sampling, 200 students were selected based on their accessibility, willingness to participate, and relevance to the study's focus. Data were collected using a structured instrument titled *Corrupt Practices, Students' Moral and Spiritual Development Questionnaire (CPSMDQ)*, which demonstrated a reliability coefficient of 0.69 based on the Cronbach alpha method. Descriptive statistics (mean and standard deviation) were used to address the research questions, and the Chi-square test was applied to test the hypothesis at the 0.05 level of significance.

Results: Findings indicated a high prevalence of corrupt practices such as examination malpractice and sexual harassment. These behaviors significantly compromised students' moral and spiritual development, contributing to the erosion of traditional values, reduced appreciation for diligence and creativity, and increased involvement in prostitution and sexual exploitation.

Conclusion: Corruption has a detrimental impact on the moral and spiritual growth of students in higher institutions. The study recommends that SERVICOM and institutional anti-corruption units be empowered and supported to investigate, monitor, and sanction corrupt practices within academic environments.

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1. Introduction

Every civilized society upholds distinct values and norms, with education serving as a key tool for transmitting these principles to the younger generation. Such values often include integrity, good character, honesty, diligence, respect for authority, and adherence to law and order. However, as society evolves, these values are increasingly being diluted, and corruption has crept into various aspects of life, including the education sector. Corrupt practices encompass a range of unethical behaviors where individuals exploit their positions for personal gain, engaging in illegal or dishonest acts while performing their duties. These actions violate moral, social, or administrative standards (Tanzi, 1994; Lawal, 2006). In Nigeria, corruption has deeply embedded itself into the societal fabric. The frequency with which individuals in various institutions and sectors indulge in corrupt practices is troubling, as the issue spans across all levels of society and stages of development.

Nigeria has consistently ranked among the most corrupt nations in global assessments conducted by Transparency International and other organizations monitoring corruption. According to Uzochukwu (as cited in Oluwaleye, 2017), Nigeria was ranked 38th out of 195 countries in terms of corruption. Alarmingly, this widespread issue has also infiltrated the university system, which reflects the broader society (Alutu and Alutu, 2006). The deterioration within the education sector has prompted concern from scholars like Okojie (2012), who expressed dismay over the declining state of tertiary institutions in the country. Okojie (2012) observed that corruption in Nigeria has reached an alarming level, and that universities, as vital components of society, have not been shielded from its effects. He noted that the core values

essential for civility and national progress are steadily being undermined.

The university is traditionally regarded as the ivory tower, a prestigious center of learning where individuals are molded into men and women of integrity, found worthy both in character and scholarship. Regrettably, the same greed, obsession with material gain, and ambition for power through dishonest means (once largely confined to the wider society) have gradually infiltrated this once-honorable institution, giving rise to widespread corrupt practices (Odunaya & Olujunwon, 2010). A major concern is that the competence of many lecturers no longer aligns with the quality of graduates being trained. This prompted the Federal Republic of Nigeria, in its National Policy on Education (2014), to emphasize that no nation can exceed the quality of its teachers. According to the Teachers Registration Council of Nigeria (Teacher's Code of Conduct, 2002), a teacher is a professional equipped to impart knowledge, attitudes, and skills to learners. Therefore, university lecturers are expected to possess not only academic expertise but also exemplary skills, values, and character. The Academic Staff Union of Universities (Academic Staff Union of Nigerian Universities, 2006) expressed its commitment to establishing and maintaining high standards of academic performance and professional conduct. Unfortunately, the reality paints a different picture, as corrupt practices have become deeply rooted and widespread within the university system.

Arogundade et al. (2015) define academic corruption as any dishonest behavior within educational institutions carried out by administrators, lecturers, students, or other stakeholders, which negatively impacts the

academic mission of such institutions. This form of corruption encompasses various acts of misconduct in the academic setting, especially in tertiary institutions, that ultimately undermine the quality of education. [Alutu and Alutu \(2006\)](#) found that some lecturers actively facilitate examination malpractice. Indeed, corrupt practices take many forms among both staff and students. Studies at the global, national, and state levels have revealed a range of unethical behaviors within the university system. The authors of this paper note that higher institutions in Taraba State are not immune to these challenges, which include the sale of substandard academic materials, exam malpractice, absenteeism, sexual harassment, proliferation of part-time programs, coercion in the purchase of textbooks, and discriminatory practices based on religion, politics, ethnicity, or social background, as well as nepotism. [Galtima \(2012\)](#) further highlighted widespread corruption in Nigerian universities, particularly in admissions and related practices. Notably, Taraba State University, Jalingo, has been the focus of recent media reports involving numerous corrupt activities. These included staff in the ICT unit altering students' results, awarding higher grades or degree classifications in exchange for money, and changing poor grades into better ones for undeserving students.

No issue arises without a root cause, and the prevalence of social vices among university students, particularly those that hinder their moral and spiritual development, warrants deeper examination. Several factors may be encouraging students to engage in such behaviors. One prominent influence is peer pressure, where students adopt corrupt practices simply because their friends do the

same. Family expectations also play a role, especially when average or struggling students face pressure to produce impressive academic results without the necessary support or ability. Additional contributing factors include students' lack of awareness regarding their rights within the university system and a general trend of academic laziness manifested in poor study habits, lack of inquiry, and disengagement from meaningful academic activities. [Omenka \(2013\)](#) attributed the roots of corruption to factors such as poverty, weak cultural and institutional frameworks, the government's failure in punishing corruption effectively, and the absence of role models in leadership. He argued that widespread poverty, severe material deprivation, structural inequalities, and pressures from extended family networks further fuel the culture of corruption among students.

Various factors influence students' moral and spiritual development in the context of corrupt practices. The key among these is family background, lecturer effectiveness, interpersonal relationships, and access to relevant information. The family, as the primary unit of socialization, plays a vital role in shaping children's attitudes toward others and society at large. It supports a child's mental development, ambitions, and core values. Families instill moral and spiritual values through discipline, guidance, teaching life principles, and cultivating belief systems. An individual's character and moral compass are often rooted in their family upbringing. When a family upholds strong moral and spiritual standards, these are typically passed on to the children. Another critical factor is the effectiveness of lecturers. The quality of education a student receives is often a reflection of the quality of their instructors. As the saying goes, one cannot give what they do

not possess. Effective lecturers contribute significantly to the development of graduates who are both competent and morally upright. When lecturers carry out their duties with commitment and integrity, they not only enrich students' academic experience but also help nurture positive student-lecturer relationships. Lecturers who combine intellectual competence with sound character serve as role models by sharing personal philosophies, recommending enriching reading materials, and demonstrating ethical behavior, thereby positively influencing students' moral development (Kohlberg, 1981).

The application of role models plays a significant role in teaching morality and promoting character education. Teachers are naturally viewed as role models in terms of behavior and character. However, many educators struggle to grasp how modeling can effectively contribute to students' moral and character development. According to Sanderse (2012), role modelling is seldom employed as a deliberate teaching strategy, and only a small fraction of students actually perceive their teachers as role models. Therefore, for role modelling to have a meaningful impact on students' moral education, teachers must first understand the moral relevance of the traits they exhibit and how these traits can be consciously cultivated by their students (Sanderse, 2012).

Observations and interactions suggest that many students lack awareness of their rights within the academic community, leading them to navigate campus life passively, without understanding the consequences of their actions, whether positive or negative. This gap is largely due to inadequate orientation. While numerous studies have documented the

various forms and causes of corrupt practices globally, there remains a shortage of empirical data specific to the types and drivers of corruption in post-secondary institutions in Taraba State. This study attempts to bridge that gap by identifying which global patterns of corruption might be present among staff and students in Taraba State's higher institutions, and how these could be influencing students' moral and spiritual development (Omenka, 2013)

Every action has an outcome, whether positive or negative, but in the case of corruption within Taraba State institutions, the consequences are predominantly detrimental. These unethical practices undermine the quality of education, producing graduates who often struggle to compete with their peers or defend their academic qualifications when it matters most. Aina and Ogundele (2013) highlighted that many graduates fall short of expectations in their fields because they did not earn their certificates legitimately. This has broader implications for national development, as it erodes the credibility of Nigerian academic qualifications, both locally and internationally. The prevalence of students obtaining certificates through dishonest means sends a damaging message across all sectors of society. Similarly, Badey and Eyichukwu (2016) linked the declining standard of education and widespread corruption to the emergence of poorly trained graduates. This situation poses a serious threat to national progress, leaving the country reliant on foreign expertise and hindering self-sustained development.

Considering the impact of corruption among students in Nigeria, Memory and Memory (2013) examined corrupt academic practices which, according to them, have

either knowingly or unknowingly led the Nigerian education system into a serious state of widespread examination malpractices and related misconduct. They observed that unless academic corruption is properly tackled, the education system will keep producing poorly trained graduates, weaken the quality of tertiary education, and diminish the role of universities, particularly in research and development. However, earlier studies appeared to focus mainly on the economic impact of corrupt practices, highlighting the need for this study to explore how such practices influence students' moral and spiritual values.

Morality and spirituality remain the key foundations that guide and instruct individuals on what is right or wrong. They exert a strong influence on personal decisions, such that one may refrain from certain actions not because they are legally prohibited, but because of deeply rooted moral and spiritual values shaped by personal beliefs or religion. It is evident that corrupt practices significantly affect students' moral and spiritual development. Global empirical studies have highlighted the consequences of corruption, such as graduates' inability to meet the expectations of the labor market and their failure to defend their qualifications when required. However, these studies have largely focused on the economic impacts of corruption (Memory and Memory, 2013). There appears to be a gap in the literature, particularly in Taraba State, concerning the various forms and causes of corrupt practices. Therefore, this study was conducted to assess the extent to which corrupt practices influence students' moral and spiritual development. Based on the topic, the researchers of this study intend to examine the following objectives:

i. To identify the various forms of corrupt

practices that could influence students' moral and spiritual development.

ii. To determine the causes of corrupt practices among staff and students of tertiary institutions of learning in Taraba State.

iii. To determine the influence of corrupt practices on students' moral and spiritual development in Taraba State institutions of higher learning.

2. Methods

2.1. Research Design, Statistical Population, Sample, and Sampling Method

This study adopted a descriptive survey research design to examine the influence of corrupt practices on the moral and spiritual development of students in higher institutions across Taraba State, Nigeria. This design was considered appropriate because it allows for the observation and description of phenomena as they exist naturally, without manipulating any variables. The study population consisted of approximately 17,000 students enrolled in various higher institutions in Taraba State. For the research, Taraba State University, Jalingo (TSUJ) was purposively selected as the study location. Within TSUJ, the Faculty of Education was also purposively chosen due to its academic focus and direct relevance to ethical and moral development. From this faculty, 600 final-year students were identified based on the rationale that, being close to graduation and entry into wider society, they are more likely to encounter ethical challenges; a final sample of 200 students was purposively selected out of them, ensuring diversity in gender, academic discipline, and readiness to engage with the research topic. At all stages, sample selection was guided by the relevance of participants to the study's

objectives and their ability to provide informed responses.

2.2. Instruments

Data for the study were collected using a researcher-designed questionnaire titled Corrupt Practices, Students' Moral and Spiritual Development Questionnaire (CPSMDQ). The instrument consisted of two sections:

Section A collected the respondents' demographic information.

Section B contained 30 items designed to elicit responses related to corrupt practices and aspects of moral and spiritual development.

To establish the validity of the instrument, it was reviewed by three experts: two from the field of measurement and evaluation and one from guidance and counselling, all affiliated

with the Faculty of Education at Taraba State University.

2.3. Data Collection and Analysis

To determine the reliability of the questionnaire, a pilot study was conducted with 177 final-year students from the Federal University, Wukari (FUW). The Cronbach Alpha method was used to assess internal consistency, yielding a reliability coefficient of 0.69, which was deemed acceptable for the study's purpose. The data collected were analyzed using descriptive statistics such as mean and standard deviation to answer the research questions. Additionally, the Chi-square test was employed to test the null hypothesis at the 0.05 level of significance.

3. Results

The results of the data analysis are explained below:

Table 1

Forms of Corrupt Practices among Staff and Students of Tertiary Institutions of Learning

Items	Mean	S.D
Sexual harassment of female students	3.24	0.84
Sales of inferior textual material	3.10	0.75
Examination malpractice	3.65	0.89
Absenteeism	2.98	0.82
Discrimination based on religion, ethnicity, political, or social preference	2.78	0.85
Proliferation of part-time programs	2.67	0.79
Force sales of textual material	2.92	0.81
Bribing of the examination master/mistress	2.65	0.88
Not following the timetable	2.56	0.90
Admission and certificate racketeering	2.72	0.87
Grand Mean/Standard Deviation	2.93	0.84

Table 1 showed the mean and standard deviation ratings of the various forms of corrupt practices among staff and students of tertiary institutions of learning in Taraba State. All items had means in the range of 2.50 to 4.00; the cluster had a mean of 2.93 and a standard deviation of 0.84. This showed that

respondents agreed to the factors itemized as forms of corrupt practices among staff and students of tertiary institutions of learning. The result revealed that examination malpractice and sexual harassment of female students are the most prevalent practices of corruption in tertiary institutions of learning in Taraba State.

Table 2

Causes of Corruption Practices among Staff and Students of Tertiary Institutions of Learning

Items	Mean	Std. Dev.
Poor modelling by lecturers and staff	3.48	0.74
Poor home training	3.12	0.78
Lack of access to the right information	3.52	0.67
Peer pressure due to the wrong association	2.98	0.72
Improper orientation	3.05	0.77
Economic situation of the family	2.67	0.69
Lecturer ineffectiveness	2.98	0.71
Pressure from the school management	2.54	0.68
Laziness leading to poor study habits	3.21	0.73
Dishonest and faulty system	3.16	0.77
Grand Mean/Standard Deviation	3.07	0.73

Table 2 presents the mean and standard deviation of responses on the causes of corrupt practices among staff and students of tertiary institutions in Taraba State. All items had the means in the range of 2.50 to 4.00; the cluster had a mean of 3.07 and a standard deviation of 0.73, which demonstrated that respondents

agreed with the factors itemized as the causes of corruption among staff and students. The result showed that a lack of access to the right information and poor modelling by lecturers and staff are the major causes of corruption in tertiary institutions of learning in Taraba State.

Table 3

Influence of Corruption on Students' Moral and Spiritual Development

Items	Mean	S.D
Prone to engage in societal vices like collecting and giving bribes	3.78	0.64
Erosion of traditional ethical values	3.21	0.76
Heaven helps those who help themselves	2.86	0.69
Increases the crime rate and conflicts	3.66	0.77
Loss of trust in the school management system	3.53	0.83
Increases the level of prostitution and sexual slavery	3.76	0.74
Erosion of students and staff's integrity	3.71	0.79
Decreases the value of hard work and innovation	3.69	0.68
Helps to get things easily done	3.18	0.77
It is a norm because everybody is doing it	3.06	0.73
Grand Mean/Standard Deviation	3.44	0.74

Table 3 displayed responses on the effects of corruption on students' moral and spiritual development in tertiary institutions of learning

in Taraba State. All the items had the mean values in the range of 2.51 to 4.00; the cluster had a grand mean of 3.44 and a grand standard deviation of 0.74; this confirmed that

respondents agreed that corruption affected students' moral and spiritual development which was included among others erosion of

traditional ethical values, decrease in the value of hard work, innovation, and increase in the level of prostitution and sexual slavery.

Table 4

Chi-square Test of Significant Influence of Corrupt Practices on Students' Moral and Spiritual Development

	Value	df	Sig
Pearson Chi-Square	228.192	198	.000
Likelihood Ratio	154.363	190	.000
Linear-by-Linear Association	22.548	1	.000

Table 4 showed the Chi-square test on the significant effect of corrupt practices on students' moral and spiritual development ($\chi^2 = 228.192$, $df = 198$, $p = .000$). This signifies that the influence of corrupt practices on students' moral and spiritual development is statistically significant. Thus, the null hypothesis, which states that there is no significant influence of corrupt practices on students' moral and spiritual development, was rejected. This implies that corrupt practices among staff and students significantly influence students' moral and spiritual development.

4. Discussion

The findings revealed that various forms of corrupt practices exist among staff and students in tertiary institutions, including examination malpractice and the sexual harassment of female students. This aligns with the findings of Alutu and Alutu (2003), who noted that lecturers often aid and abet examination malpractice. Similarly, the finding is consistent with Galtima (2012), who reported a high level of corruption in university systems, particularly in areas such as admission and other unethical practices. It was also discovered that the causes of corruption in tertiary institutions include a lack of access to accurate information and poor role modelling by lecturers and staff. This supports

the finding of Sanderse (2012), who observed that role modelling is rarely employed as a deliberate teaching strategy, and only a small percentage of students view their teachers as role models. The finding also agrees with Omenka (2013), who identified the root causes of corruption as poverty, cultural background, failure of the government to impose sanctions, weak institutional frameworks, and lack of exemplary leadership.

The findings further revealed that corrupt practices significantly impact students' moral and spiritual development. These effects include the erosion of traditional ethical values, a decline in the appreciation of hard work and innovation, and an increase in prostitution and sexual exploitation. This supports the findings of Aina and Ogundele (2013), who observed that many graduates fail to meet expectations in their fields because they did not genuinely earn their certificates. The result also aligns with Okojie's (2012) assertion that corruption in Nigeria has reached alarming levels, and the university system, being a reflection of society, cannot remain untouched by this trend, as values that promote civility and development are being steadily undermined. Additionally, the findings are consistent with Odunaya and Olujunwon (2010) who noted that greed, the pursuit of material wealth, and the desire to

succeed through dishonest means, issues common in the broader society, have gradually infiltrated institutions of higher learning, leading to a dominance of corrupt practices in these supposed centers of excellence.

5. Conclusion

Corruption is a huge issue with social, political, and economic dimensions, impacting every aspect of life and weakening the rule of law. It damages educational systems, diminishes moral values, and increases inequality. The findings of this study indicated that corruption significantly affects students' moral and spiritual growth. Based on the findings, the researchers recommend that tertiary institutions of learning should support SERVICOM and anti-corruption units to investigate and prosecute perpetrators of corruption in tertiary institutions of learning, management, staff and students of universities should help in preventing corruption by acting with personal integrity and making ethical choices, school management should always dole-out severe punishment to erring academics and other staff members without delay, to serve as deterrent to other members of the school community.

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Conflict of interest

The authors declare that there is no conflict of interest. Also, this research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

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Research Paper: Personality and Relationship Satisfaction Across Cultures: A Comparative Review of Collectivist and Individualist Contexts



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Abstract

Objective: This review examines how personality traits, particularly those outlined in the Five-Factor Model (FFM), impact relationship satisfaction across diverse cultural contexts. The study highlights the cultural dimensions of collectivism and individualism in shaping how traits such as conscientiousness, agreeableness, extraversion, and neuroticism affect relational outcomes.

Methods: A comparative analysis of Persian and Western literature was carried out to evaluate how personality traits predict satisfaction in romantic, familial, and parent-child relationships. The review integrates meta-analytical findings, theoretical frameworks such as self-construal theory, and cross-cultural assessments using tools such as the NEO-FFI and EPQ, while addressing methodological challenges in cross-cultural measurement.

Finding: Neuroticism was found to have a universally negative effect on relationship satisfaction across cultures. In a collectivist context such as Iran, conscientiousness and agreeableness emerged as the strongest predictors of relational harmony, while in individualist cultures, extraversion and personal autonomy played more significant roles. The study also revealed measurement biases and the underrepresentation of non-romantic relationships in prior research.

Conclusion: Cultural values profoundly moderate the impact of personality on relationships. This review underscores the importance of culturally sensitive assessment tools and intervention strategies. It calls for future research involving direct cross-cultural comparisons, mixed-methods approaches, and broader relational contexts to build more inclusive psychological models and effective clinical practices.

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1. Introduction

Personality traits, defined as enduring patterns of thoughts, feelings, and behaviors, significantly shaping interpersonal relationships and their outcomes across diverse cultural contexts (Sayehmiri et al., 2020). The Five-Factor Model (FFM), encompassing neuroticism (emotional instability), extraversion (sociability and energy), openness (intellectual curiosity and creativity), agreeableness (empathy and cooperation), and conscientiousness (organization and responsibility), provides a comprehensive framework for understanding these traits and their impact on satisfaction in romantic partnerships, familial bonds, and parent-child dynamics (Karimi & Mohammadi, 2019; Uhlich et al., 2022). Cultural values, such as collectivism and individualism, further modulate how these traits influence relationship satisfaction, highlighting the need for cross-cultural perspectives (Rezvani Shakib, 2024).

The FFM is widely recognized as a universal tool for personality assessment, applicable across diverse cultural settings (Sayehmiri et al., 2020; Uhlich et al., 2022). However, cultural values, such as collectivism and individualism, profoundly influence how these traits manifest and contribute to relationship satisfaction. In collectivist cultures similar to Iran, where social harmony and familial obligations are prioritized, conscientiousness and agreeableness are strongly associated with higher relationship satisfaction. For instance, a meta-analysis of Iranian studies found conscientiousness to be a robust predictor of marital satisfaction, reflecting cultural values

of duty and responsibility (Sayehmiri et al., 2020). Conversely, in individualist Western cultures, which emphasize personal fulfillment and self-expression, extraversion emerges as a key driver of relationship satisfaction, as outgoing individuals are valued for their engaging nature (Uhlich et al., 2022).

Recent research has deepened our understanding of these cultural dynamics. Rezvani Shakib (2024) explores personality traits and relationship satisfaction across cultural contexts; he finds that conscientiousness is a significantly stronger predictor in collectivist Iran compared to individualist Western samples, while extraversion's role is culturally contingent. Similarly, Karimi and Mohammadi (2019) demonstrated that conscientiousness enhances family functioning in Iranian households, underscoring its relational importance in collectivist settings. In contrast, Western studies highlight extraversion's role in fostering romantic satisfaction, aligning with individualist norms (Uhlich et al., 2022).

These findings build on cross-cultural psychology frameworks, such as Hofstede's collectivism-individualism dimension, which explain variations in personality's relational impact (Sayehmiri et al., 2020). This review synthesizes Persian and English literature to examine how personality traits interact with cultural factors to shape relationship satisfaction across romantic, familial, and parent-child contexts. By comparing findings from Iranian and Western studies, the present review aims to identify universal patterns and

culture-specific dynamics, offering insights into the complex interplay of personality, culture, and relationships.

2. Literature Review

2.1. Cultural Influences on Personality

Traits

Personality traits, as outlined by the Five-Factor Model (FFM)—neuroticism, extraversion, openness, agreeableness, and conscientiousness—offer a widely recognized framework for exploring individual differences across cultures (McCrae et al., 2015; Terracciano & McCrae, 2017). These traits shape behaviors, emotions, and cognitions, yet their expression and significance are heavily influenced by cultural contexts such as collectivism and individualism, which in turn affect interpersonal outcomes such as relationship satisfaction.

In collectivist societies like Iran, where group harmony and familial duties are paramount, traits such as conscientiousness and agreeableness are highly prized. Recent research on Iranian university students revealed that conscientiousness positively predicts eudaimonic well-being, while neuroticism has a negative correlation (Smith & Johnson, 2022). This echoes findings from a meta-analysis in Iran, which identified a strong link between conscientiousness and marital satisfaction ($r = 0.90$, 95% CI: 0.84–0.95), underscoring the cultural value placed on responsibility and dependability (Sayehmiri et al., 2020). Marked by empathy and cooperation, agreeableness is also critical in Persian culture, aligning with norms that emphasize maintaining harmonious relationships (Rezaei et al., 2020).

In contrast, in individualist cultures, the United States and Western Europe, autonomy and self-expression, as well as elevating traits such as extraversion and openness, are prioritized. Studies show that extraversion, tied to sociability and assertiveness, is more prominent in individualist societies that value personal achievement (Oishi et al., 2018). For instance, extraverted individuals in the U.S. are often seen as ideal partners due to their outgoing nature (Malouff et al., 2019). Openness, associated with creativity and curiosity, thrives in settings that encourage innovation and exploration (Schmitt et al., 2016). A global study by Rocha (2024) across 22 nations further highlights how cultural values systematically influence personality trait expression.

Self-construal theory provides additional insight into these differences. In collectivist settings, an interdependent self-construal ties identity to relationships and group roles, as evidenced in Iranian studies where personality is often assessed within family dynamics (Sayehmiri et al., 2020). In individualist contexts, an independent self-construal emphasizes personal traits and achievements. Kwan et al. (2017) found that European Americans derive happiness from accurate perceptions of their personal selves, whereas Asian Americans prioritize perceptions of their collective selves, reflecting divergent cultural priorities.

2.2. Measurement of Personality Traits Across Cultures

Accurate measurement of personality traits across cultures is essential for valid comparisons but is fraught with challenges stemming from linguistic, cultural, and methodological variations. The FFM is commonly evaluated using tools like the NEO Five Factor Inventory (NEO-FFI), adapted for diverse populations, including Persian samples (Sayehmiri et al., 2020). However, ensuring measurement equivalence requires addressing cultural nuances in trait expression.

In Iran, the NEO-FFI has been tailored to reflect collectivist values, with conscientiousness and agreeableness items emphasizing the family-oriented behaviors (Karimi & Mohammadi, 2019). For example, conscientiousness might focus on fulfilling familial roles, aligned with cultural norms. Yet, translating traits like openness—linked to exploration and less valued in tradition-focused contexts—poses difficulties. Garcia et al. (2019) demonstrated the cross-cultural reliability of the Big Five Personality Trait Short Questionnaire (BFPTSQ) across Spanish-speaking nations, with minor intercept variations, affirming its adaptability.

In Western individualist settings, the NEO-FFI is calibrated to highlight personal achievement and self-expression (McCrae & Costa, 2015). This can create measurement discrepancies when applied cross-culturally, as extraversion's assertiveness in individualist contexts may contrast with its social harmony focus in collectivist ones. Lee

and Ashton (2022) confirmed the FFM's general equivalence across cultures but noted that extraversion and agreeableness are particularly sensitive to cultural interpretation.

Methodological challenges, such as social desirability bias, further complicate the assessment. In collectivist cultures, respondents may inflate agreeableness to align with social expectations (Sayehmiri et al., 2020), while in individualist cultures, self-enhancement may boost extraversion scores (Kwan et al., 2017). To mitigate these issues, mixed-methods approaches combining quantitative tools with qualitative insights have been proposed to capture culturally specific trait expressions better (Cheung et al., 2018).

2.3. Personality Traits and Relationship Satisfaction Within Cultures

The influence of personality traits on relationship satisfaction is well-documented, but their strength and nature vary across cultural contexts (Mund et al., 2016). FFM traits shape satisfaction in romantic and familial relationships, modulated by cultural norms regarding collectivism in Iran and individualism in the West. This section examines these dynamics within specific cultural contexts, drawing on Persian and English literature.

In collectivist cultures such as Iran, traits that foster relational harmony are paramount. A meta-analysis of 18 Iranian studies (N = 4,049) found conscientiousness as the strongest predictor of marital satisfaction ($r = 0.90$, 95% CI: 0.84–0.95), reflecting collectivist values of duty and responsibility

(Sayehmiri et al., 2020). Similarly, Rezvani Shakib (2024) examined the relationship between personality traits, such as conscientiousness, and relationship satisfaction in her research, demonstrating how these traits function in different cultural contexts. Agreeableness, characterized by empathy, also strongly correlates ($r = 0.855$, 95% CI: 0.80–0.90), supporting harmonious relationships. Neuroticism, linked to emotional instability, negatively correlates ($r = -0.439$, 95% CI: 0.27–0.60), disrupting family cohesion. Derived from the NEO-FFI and ENRICH Marital Satisfaction Inventory, these findings highlight traits aligning with Iranian norms. A study among Iranian nurses reinforced that conscientiousness and agreeableness predict marital satisfaction (Rezaei et al., 2020). Karimi and Mohammadi (2019) found that conscientiousness enhances family functioning, suggesting its broader relational impact. Additionally, findings from Iranian school contexts highlight how parental conscientiousness and parenting styles predict emotional outcomes such as anxiety, further reinforcing the relational importance (Okati et al., 2019).

Eysenck et al. (1994) investigated personality traits in Iranian children, revealing lower extraversion and higher neuroticism compared to their English counterparts. These early traits likely shape family dynamics, as elevated neuroticism in children may strain parental satisfaction, while reduced extraversion aligns with Iran's collectivist cultural emphasis on stability over sociability (Shahidi et al., 2015). This extends to familial relationships, where

conscientious parents, through authoritative parenting styles, foster cohesive family environments (Alidosti et al., 2016). High neuroticism may also contribute to parent-teen conflicts, challenging family cohesion in collectivist settings (Valizadeh et al., 2018).

In individualist cultures, traits promoting personal fulfillment are emphasized. A meta-analysis of 29 Western studies found extraversion moderately correlates with relationship satisfaction ($r = 0.21$, $p < 0.01$), as extraverted individuals are seen as engaging partners (Malouff et al., 2010). Agreeableness also correlates positively ($r = 0.23$, $p < 0.01$), reflecting mutual respect. Neuroticism shows a stronger negative correlation ($r = -0.39$, $p < 0.01$), undermining fulfillment.

These findings suggest that extraversion's influence on relationship satisfaction may vary across cultural contexts, whereas neuroticism's negative impact appears to be consistent globally. For instance, Schmitt et al. (2008) found that while extraversion levels differed significantly across cultures, neuroticism consistently predicted lower relationship satisfaction across diverse populations. Similarly, Kim et al. (2017) observed that the association between extraversion and life satisfaction was stronger in North American samples compared to other cultural contexts, indicating cultural contingency. In contrast, neuroticism's negative correlation with life satisfaction remained stable across cultures.

Self-construal explains these patterns. In collectivist cultures, interdependent self-construal emphasizes relational roles,

amplifying conscientiousness and agreeableness (Sayehmiri et al., 2020). In individualistic cultures, independent self-construal emphasizes autonomy and personal achievement, which are closely associated with higher levels of extraversion. This cultural orientation encourages individuals to express themselves openly and engage in social interactions, fostering extraverted behaviors (Markus & Kitayama, 1991). Conversely, in collectivist cultures like Iran, conscientiousness plays a more significant role in familial satisfaction, as it aligns with cultural values of duty, harmony, and familial responsibility (Atari et al., 2017). In Western contexts, extraversion is more strongly linked to romantic satisfaction, reflecting the cultural emphasis on personal fulfillment and expressive communication in intimate relationships (Kim et al., 2017).

2.4. Personality and Non-Romantic Relationships

While much research focuses on romantic relationships, personality traits also influence non-romantic relationships, such as parent-child and extended family dynamics, particularly in collectivist cultures. In Iran, where family structures are central, conscientiousness and agreeableness enhance satisfaction in these contexts. Rahimi et al. (2022) found that parental conscientiousness predicts parent-child relationship satisfaction, as responsible parents foster trust and stability. Agreeableness facilitates empathetic communication, reducing conflicts in extended family settings (Karimi & Mohammadi, 2019).

In Western cultures, extraversion is more relevant in parent-child relationships, as outgoing parents engage children in shared activities, enhancing satisfaction (Malouff et al., 2010). Neuroticism negatively affects these relationships universally, with emotionally unstable parents creating tension (Sayehmiri et al., 2020). Eysenck et al. (1994) suggested that high neuroticism in Iranian children may strain parent-child interactions, highlighting the bidirectional influence of personality.

This broader relational scope addresses a limitation of prior research, which often overlooks non-romantic contexts. Including these dynamics enriches cross-cultural understanding, as family structures vary significantly between collectivist and individualist societies.

2.5. Cross-Cultural Comparisons

The relationship between personality traits and relationship satisfaction is shaped by cultural contexts, with collectivist and individualist cultures exhibiting both shared and distinct patterns. This section compares findings from Iran and Western nations to identify universal and culture-specific differences.

Neuroticism universally negatively affects relationship satisfaction. In Iran, a meta-analysis found a negative correlation with marital satisfaction ($r = -0.439$, 95% CI: 0.27–0.60) (Sayehmiri et al., 2020), attributed to disrupted stability. In Western studies, the correlation is stronger ($r = -0.39$, $p < 0.01$), reflecting an emphasis on the fulfillment of individual needs and personal goals (Malouff et al., 2010). Eysenck et al.

(1994) noted higher neuroticism in Iranian children, suggesting early traits influence later dynamics.

Conscientiousness and agreeableness are culture-specific. In Iran, conscientiousness strongly predicts marital satisfaction ($r = 0.90$, 95% CI: 0.84–0.95), reflecting duty (Sayehmiri et al., 2020). Agreeableness follows ($r = 0.855$, 95% CI: 0.80–0.90), supporting harmony (Rezaei et al., 2020). In the West, conscientiousness has a modest correlation ($r = 0.17$, $p < 0.01$), while agreeableness is secondary to extraversion ($r = 0.23$, $p < 0.01$) (Malouff et al., 2010).

Extraversion's role varies. In the West, it predicts satisfaction ($r = 0.21$, $p < 0.01$), aligning with sociability (Malouff et al., 2010). In Iran, the correlation is weaker ($r = 0.833$, 95% CI: 0.77–0.88), as stability is prioritized (Sayehmiri et al., 2020). Eysenck et al. (1994) found lower extraversion in Iranian children, supporting cultural differences.

Self-construal explains these patterns: interdependent self-construal in collectivist cultures enhances conscientiousness, while independent self-construal boosts extraversion (Kwan et al., 2007). Limited direct comparisons involving Iran highlight a research gap (Uhlich, 2022). However, recent research, such as Rezvani Shakib's (2024) study, has helped fill this gap by examining the relationship between personality traits and relationship satisfaction across cultural contexts and provided us with useful data on how culture influences these relationships.

3. Methods

This study was conducted using a qualitative narrative review methodology. The purpose was to synthesize and critically analyze existing research on the relationship between personality traits and relationship satisfaction across different cultural contexts. To this end, relevant Persian and international scholarly sources were systematically identified and reviewed.

The literature search prioritized peer-reviewed journal articles, meta-analyses, and theoretical studies focusing on the Five-Factor Model (FFM) and its association with romantic, familial, and parent-child relationship satisfaction. Special attention was given to integrating findings from collectivist societies, particularly Iranian studies, alongside research from individualist cultures to provide a comparative cross-cultural perspective.

In conducting the review, methodological considerations such as measurement equivalence, cultural validity, and potential biases were critically assessed. This approach enabled a comprehensive synthesis of the existing body of knowledge and facilitated the identification of both universal and culturally specific patterns influencing the relationship between personality traits and relationship satisfaction.

4. Finding

The findings of this study suggested that neuroticism universally undermines relationship satisfaction, with correlations of -0.439 in Iran (Sayehmiri et al., 2020) and -0.39 in the West (Malouff et al., 2010). Its stronger effect in individualist cultures reflects emotional expression norms. In Iran,

conscientiousness ($r = 0.90$) and agreeableness ($r = 0.855$) dominate, aligning with collectivist values (Sayehmiri et al., 2020; Rezaei et al., 2020). Eysenck et al. (1994) suggested that early personality traits in Iranian children influence family

dynamics. In the West, extraversion ($r = 0.21$) and agreeableness ($r = 0.23$) are key (Malouff et al., 2010). Table 1 synthesizes major findings from Persian and Western research on personality traits and relationship satisfaction.

Table 1

Comparison of Personality Traits Predicting Relationship Satisfaction in Persian and Western Contexts

Aspect	Persian Studies	Western Studies	Key Difference
Key Traits	Conscientiousness ($r = 0.90$), Agreeableness ($r = 0.855$) (Sayehmiri et al., 2020)	Extraversion ($r = 0.21$), Agreeableness ($r = 0.23$) (Malouff et al., 2010)	Collectivists focus on duty, vs. individualists focus on sociability
Neuroticism	$r = -0.439$ (Sayehmiri et al., 2020)	$r = -0.39$ (Malouff et al., 2010)	Stronger in individualist cultures
Cultural Values	Harmony, duty (Eysenck et al., 1994; Karimi & Mohammadi, 2019)	Fulfillment, autonomy (Kwan et al., 2007)	Group vs. personal goals
Study Gaps	Few cross-cultural comparisons (Sayehmiri et al., 2020)	Rare Middle Eastern samples (Uhlich, 2022)	Need for direct comparisons

5. Discussion

This review integrates Persian and English literature to explore how personality traits influence relationship satisfaction across cultures, revealing universal and culture-specific patterns.

5.1. Cultural Moderators

Cultural dimensions such as individualism and collectivism significantly moderate the influence of personality traits. In collectivist cultures, individuals prioritize group concerns, namely harmony and cohesion, supporting traits such as Conscientiousness and Agreeableness, whereas the individualist cultures emphasize personal autonomy and self-enhancement, fostering traits like

extraversion (Jiao & Zhao, 2023). Self-construal theory further explains these cultural differences: interdependent self-construals in contexts like Iran enhance traits related to group identity and conscientious behavior, whereas independent self-construals in Western settings strengthen personal traits such as extraversion and self-concept clarity (Khodabakhsh et al., 2024).

5.2. Clinical Implications

Clinically, psychological interventions should be culturally tailored to optimize relational outcomes. In Iran, enhancing conscientiousness through counseling is particularly valuable given the strong role of family cohesion in societal structures

(Hasanvand, Jokar, Aflatooni, & Javanbakht, 2024). Furthermore, a qualitative study on Iranian middle-aged couples highlighted the importance of culturally grounded relational interventions. This study found spirituality served as a protective factor, enhancing the relational resilience of Iranian couples (Rezvani Shakib & Abdekhodaei, 2021). Research indicated that conscientiousness is a significant predictor of marital and family satisfaction in Iranian culture (Habibi et al., 2025; Pandey & Priyanshu, 2025). Conversely, in Western societies, promoting extraversion may yield greater romantic satisfaction and lower marital dissatisfaction (Agrawal, 2024; Bleidorn et al., 2013). Extraversion has been closely tied to higher relationship quality in more individualistic cultural settings. Importantly, addressing neuroticism is universally beneficial, as its reduction is associated with improved psychological and relational outcomes across diverse populations (Hanina & Abdullah, 2015; Farahani & Kormi-Nouri, 2019).

5.3. Methodological critiques

Abdin et al. (2023) and Teh et al. (2023) highlight that reliance on correlational designs and self-report measures risks introducing bias, especially in collectivist cultures where social desirability may artificially inflate traits such as agreeableness (). Studies have shown that self-report instruments often reflect social desirability tendencies rather than true personality measures, complicating cross-cultural research validity (Durmaz & Dursun, 2023; Steenkamp & De Jong, 2010). Consequently, mixed-methods approaches, combining qualitative and quantitative methodologies,

are recommended to capture deeper nuances and enhance the construct validity of personality assessments in diverse cultural contexts (Babineau, 2013; Rodríguez-Arauz & Ramírez-Esparza, 2019).

6. Limitations

Limited direct cross-cultural comparisons exist in Iran, restricting generalizability (Uhlich, 2022). The focus on FFM may exclude other frameworks such as HEXACO. Expanding to non-romantic relationships, as addressed here, partially mitigates this.

6.1. Future Research Directions

- Direct Comparisons: Longitudinal studies comparing Iranian and Western populations.
- Mixed-Methods: Combine quantitative and qualitative approaches.
- Diverse Relationships: Explore friendships and professional relationships.
- Alternative Frameworks: Investigate HEXACO's honesty-humility in collectivist cultures.
- Middle Eastern Inclusion: Incorporate more Middle Eastern samples.

7. Conclusion

This comprehensive review demonstrated that personality traits significantly shape relationship satisfaction across cultural contexts. The findings indicated that neuroticism universally undermines relational well-being, whereas conscientiousness and agreeableness are particularly influential predictors of satisfaction in collectivist cultures such as

Iran (Sayehmiri et al., 2020). In contrast, in individualistic societies, traits such as extraversion and personal autonomy play a more central role in fostering relationship satisfaction (Malouff et al., 2010).

From a clinical perspective, these insights highlighted the need for culturally sensitive interventions. In collectivist cultures such as Iran, enhancing conscientiousness may strengthen familial bonds and improve overall relational outcomes (Karimi & Mohammadi, 2019), whereas in individualistic contexts, promoting extraversion may more effectively enhance romantic satisfaction (Agrawal, 2024). Addressing neuroticism remains a universally beneficial therapeutic goal across cultural boundaries (Farahani & Kormi-Nouri, 2019).

Nevertheless, methodological challenges — particularly considering cultural biases in self-reported personality assessments — underscore the importance of employing mixed-method approaches to achieve greater cross-cultural validity (Babineau, 2013).

Future research should prioritize longitudinal, cross-cultural comparative studies, incorporate alternative personality frameworks such as the HEXACO model, and broaden the scope to include non-romantic relationships, thereby enriching the understanding of personality's role in diverse relational domains.

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Conflict of interest

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