IPA
International Journal of Psychology
Vol. 14, No.2, Summer & Fall 2020
PP. 185-217

Iranian **P**sychological
Association

[DOR: 20.1001.1.20081251.2020.14.2.7.1]

[DOI: 10.22034/ijpb.2021.279555.1226]

The Mediating Role of Psychological Mindfulness in the Relationship between Psychological Capital and Psychological Well-being

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Received: 5/ 4/ 2021 Revised: 26/ 7/ 2021 Accepted: 27/ 7/ 2021
Doi: 10.22034/ijpb.2021.279555.1226
Dor: 20.1001.1.20081251.2020.14.2.7.1

Human resources are one of the most important assets of an organization, and improving the psychological well-being of employees is one of the most important tasks of managers. This study aimed to estimate the role of psychological capital and mindfulness on Structural modeling of psychological well-being. Statistical population consisted of all education employees in Tehran's education staff in 2019. The sample consisted of 610 participants selected randomly from the population. In this research, the following scales were used, including; Psychological Wellbeing Questionnaire of Ryff & Keyes (1995), the Psychological Capital Scale of Luthans & Avolio(2007) and the Mindfulness Questionnaire of Baer (2006). Data analysis was done using SEM and Amos20 Software. The obtained results showed that the research model fit indicators were reliable, and the proposed model had an optimal fit. According to this study's findings, it can be concluded that the psychological capital variable incurs direct and indirect effects (due to mindfulness) which is a positive and significant

predictor for the psychological well-being of employees (t-value = 5.091, p<0.05, and 95% CI). The results indicate the importance of the role of psychological capital and mindfulness in predicting psychological well-being. Therefore, the level of psychological well-being of employees can be improved with proper planning to strengthen psychological capital and mindfulness.

Keywords: Structural Equation Modeling, psychological well-being, psychological capital, mindfulness.

Human resource is one of the most important assets of organizations, and there is no doubt that the human asset is the key intangible asset for any organization. Therefore, paying attention to human resources' psychological well-being is of special importance because this action has mutual benefits for the organization and individuals**.** Education Organization is an important institution affecting the future of society and the human training system. Hence, it is essential to achieve the organizational objectives of this institute and take some measures to improve employees' wellbeing and relevant, effective factors. The mental health issue is now one of the most significant individuals and social subjects which are the research case of many studies. Contrary to conventional attention of psychology to pathology and pathological psychology, positive attention to health and wellbeing and description of the nature of wellbeing psychology is essential (Ryff and Singer, 2006; Sadidi & Yamini, 2018). The changing environment, growing global competition, and reducing labor productivity have made the organizations to find a way for their survival (Mehri , Zamani, Vosoughi & Namdar, 2020; Javed, Arif Khan, Bashir & Arjoon, 2017; Hasanzade Pasikhani & Bagherzadeh, 2018). This issue is more critical in education organization that covers a large population and plays a crucial role as a human capital generator that contributes to social, emotional and scientific growth of

[DOR: 20.1001.1.20081251.2020.14.2.7.1]

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individuals (Oberle & Schonert-Reichl, 2016). As the job of staff in education organization associates with the body and mind of people, a considerable part of human forces should be employed in this organization to improve the individual and organizational performance of staff relying on their strengths (Rezaee Jandani, Hoveyda, Samavatian, 2015). Furthermore, investigation of factors affecting the formation and determination of psychological wellbeing may lead to positive consequences, while, unfortunately, this aspect has not been considered in studies. Hence, psychological wellbeing is one of the studied concepts in positive psychology that should receive considerable attention from staff working in education organizations.

Psychological capital helps individuals realize positive perceptions of themselves, and this leads to positive perceptions of psychological well-being. On the other hand, lack of proper perception of psychological capital leads to a lack of knowledge of the needs and desires of employees and results in appointing individuals to jobs non-commensurate with their abilities and the reduction in job performance (Khosravi, Pourshafei & Taherpour, 2020). Furthermore, the lack of proper perception of mindfulness causes an individual not to show patience in dealing with different judgments which he cannot take complex and challenging situations as an opportunity for pleasure and growth. Hence, he cannot analyze the information and environment well to extract the most appropriate meaning from them. Therefore, mindfulness is one of the cognitive factors affecting psychological well-being which can improve various aspects and solve the problems ahead (Kurd & Mehdipour, 2018). Therefore, it seems that this can explain the relationship as a mediating variable. Hence, it is unfortunate that the school educators have not considered this

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issue. Psychological wellbeing is defined as having positive characteristics, a sense of happiness, and lack of any psychological stress in life, which includes the positive perception of various aspects of individual and social life consisting autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life, and self-acceptance (Twenge & Gabrielle, 2020; Zadhassan, Dehghanpour, Bastami & Yar Ahmadi, 2017). This approach studies the positive characteristics of humans as well as strategies to use maximum capacity of intrinsic and environmental talents to benefit from healthy mental moods and constructive living (Ryff & Keyes, 1995; Hassanzadeh Namin, Peymani, Ranjbaripour & Abolmaali Al-hosseini, 2019). On the other hand, many scholars introduce psychological capital as a barrier to life adversities that supports the person (Riolli, Savicki & Richards, 2012; Savad Koohi & Motamedi, 2017). Psychological capital is a positive psychological state and a realistic and flexible approach to life which includes a person's perception of self, having purpose to achieve success, and resilience to problems (Goldsmith, Veum & Darity, 1997). This state consists of four constructs which are considerably associated with functional consequences (Luthans, Youssef & Avolio, 2007; Amooee, Ajam & Badnava, 2017). Hope is one of the human characteristics helping the person with disappointing situations, goals, and a sense of intolerable future (Heyrani, Hosseini, Mazloom Saleh Alrabiavi & khanmoradi, 2016). In other words, Hope is defined as a positive motivational state by consideration of positive goals for life (Bailey & Snyder, 2010). Optimism means positive exaptation for consequences; accordingly, optimism is defined as an orientation toward positive results (Peterson, 2000). Resilience is not just about passive resistance against threats or harms but a

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resilient person's active participation in the surrounding environment (Jowkar, 2008). Self-efficacy is defined as individuals' confidence in their ability to do a specific task (Luthans, Avolio, Avey & Norman, 2007). In other words, self-efficacy depends on people's judgment about their abilities to do an action (Bandura, 2008). Above-mentioned components make the life of a person meaningful, encourage the person to change stressful situations, help the person with hard situations, and empower the person to achieve goals through an interactional and evaluative process (Parker, Baltes, Young, Huff, Altmann, Lacost & Roberts, 2003; Rezaee Janadni, Hoveyda & Samavatian, 2015).

Mindfulness is another effective variable that is defined as paying attention to the present moment via a specific, purposeful way without judgment; mindfulness is a method to make the relationship with positive, negative, and neutral experiences (Mozafarrizadeh, Heydari & Khabiri, 2018) in order to make the negative affections and thoughts as simple and transient events in mind (Rostami, 2013). Mindfulness is defined as an aroused attention to and awareness of what is happening now (Brown & Ryan,2003). Mindfulness is watching the mind and body directly in the present moment without any judgement (Gethin, 2011). Those people who are more aware of their daily activities will develop their moment-by-moment awareness (Segal, Zindel, Williams & Teasdale, 2002; Ghasemi Jobne, Mousavi, Zanipoor, Hosseini, 2016). Moreover, mindfulness is defined as an aroused attention and awareness of what is happening at the moment (Brown & Ryan, 2003). Mindfulness is a method for a better life, relieving pain, and meaningful life (Siegel, 2010). Mindfulness is the art of living consciously (Kabat-Zinn, 2005).

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According to conducted studies, interventions used for improving psychological wellbeing in work lead to personal and organizational benefits (Zarei, 2018; Zadhassan, Dehghanpour, Bastami & Yar Ahmadi, 2017) as well as the positive effect on the physical and mental health (Radler, Radler, Rigotti & Ryff, 2018; Damiano, De Andrade, Dos, Da Silva & Lucchetti, 2016). The research outcomes have proved a positive and significant association among psychological capital, career adaptability, and job performance (Savad Koohi & Motamedi, 2017; Pahlevani & Jamali, 2016; Sheykh Al-eslami, 2019). On the other hand, permanent mindfulness practice can lead to improved mental health, increased personal welfare and wellbeing, reduced symptoms and stress (Duan, 2016; Bamber & Schneider, 2016), and developed psychological wellbeing (Tang, Hölzel & Posner, 2015; Alipour & Zaghibi Ghanad, 2017; Heydari, Morovati, Khanbabaee & Farshchi, 2017).

There is not any comprehensive study in this field by consideration of psychological capital and mindfulness. According to the previous results obtained from studies, the considered variables play a vital role in predicting psychological well-being among employees working in education organizations. Therefore, the main question of this study is whether the conceptual model of predicting psychological wellbeing based on the psychological capital with the mediation of mindfulness is fit to the collected data. Furthermore, this study aimed to investigate as follows. For answering it, the conceptual model of present study was developed as in Fig. 1.

Figure 1. The conceptual model of present study

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Method

This is a fundamental research based on its objective and a descriptive study in terms of data collection and analysis methodology which has used structural equation modeling and statistical analysis through SPSS25 and Amos20 with a significance level of .05 in its data analysis. Two main components of this method are the measurement model and the structural model. For this reason, the measurement model was investigated via confirmatory factor analysis and the structural model through path analysis.

Statistical Population, Sample and Sampling Method

The statistical population included all educational employees (teachers) in Tehran who were at work in 2019, giving a population size of 58,727 . To determine the sample size, 610 subjects were selected using the principles of determining the sample size in multivariate regression analysis in structural equation modeling (Hooman, 2016). Stratified sampling was used. To divide the sample size among the categories of population according to the volume of each category, proportional allocation method was used, and the samples of each category were selected randomly. For this purpose, first the education departments of Tehran were divided into five categories based on their location. First category: Northeast (Districts 1-3-4-8), second category: northwest (Districts 2-5-9-10), third category: center (Districts 6 -7-11-12), fourth category: Southeast: (Districts 13-14-15), Fifth category: Southwest (Districts 16-17-18-19). The sample size distribution for each geographical area in Tehran was determined according to the ratio

of employees and using Cochran's sample formula. 610 questionnaires were distributed to education department employees in each category based on the number of selected samples according to the geographical areas of Tehran and education department districts: 128 subjects in the first category, 138 in the second category, 91 in the third category, 122 in the fourth category and 131 in the fifth category.

Instrument

The following questionnaires were used to obtain required information:

The Psychological Well-being Scale was designed by Ryff (1989). The main form of this scale includes 120 items, but it was designed then with shortened forms with 84, 54, and 18 items (Sefidi & Farzad, 2012). This scale consists of 18 items. Psychiatric characteristics of Ryff Scale (short form) were examined in many studies (Ryff & Keyes,1995). In Iran, Fathi (2017) used confirmatory factor analysis (CFA) to test the psychological wellbeing scale, factor 0.89 and 0.80 using two Cronbach's alpha and Bisection, respectively. These values proved the acceptable reliability of the scale.

To determine validity and reliability of Psychological Wellbeing Scale, a sample including 610 participants (education organization's employees in Tehran) was employed. FCA was used to calculate the validity of this scale. According to the obtained results, all variables had a high correlation with the relevant construct. Moreover, the critical ratio was significant. The reliability coefficient of this scale was calculated based on Cronbach's alpha. Internal consistency of this scale was calculated using Cronbach's alpha (.970) that was estimated at

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.961, .959, .966, .969, .955, and .976 for self-acceptance, positive relationship with others, autonomy, environmental mastery, purposeful life, and personal growth, respectively.

Psychological Capital Questionnaire introduced by Luthans & Avolio (2007) includes 24 items .In Iran, in the study of Hashemi Nosrat Abad, Babapour Khairuddin, and Bahadori Khosroshahi (2011) in the statistical population of students, the reliability of this questionnaire was .85 based on Cronbach's alpha. The reliability of instrument in Amoo'ie, Ajam, and Badnova (2017) was equal to .80.

A 610-subject sample of education organization staff was used to determine the validity and reliability of this questionnaire. CFA was used to examine the validity of psychological capital scale. The obtained results indicate high correlation between variables and relevant construct. Moreover, the significance test of C.R indicated significant critical ratios. According to findings, the observed 24 variables were significantly explained by relevant factors. Internal consistency of this scale was obtained at .989 by using Cronbach's alpha; this value equaled .987, .984, .983, and .985 for self-efficacy, hope, resiliency, and optimism, respectively.

Baer's Mindfulness Questionnaire was a self-assessment 39-item and five-factor scale (FFMQ) that was revised by Baer, Smith, Hopkins, Krietemeyer & Toney (2006). Baer (2006) conducted an exploratory factor analysis on a sample of university students. Baer, Smith, Hopkins, Krietemeyer & Toney (2006) reported that the similar model and using exploratory factor analysis and the obtained Cronbach's alpha coefficients of

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factors were greater than .75. Neuser (2010) found suitable internal consistency between factors, and alpha coefficient was obtained at the range from .75 (non-reactivity) to .91 (description). In Iran, this questionnaire was normalized, and items were reduced to 31 items, and it was re-examined and the Cronbach's alpha coefficient of the whole questionnaire was .79. These values indicate the very good reliability of this questionnaire in the non-clinical population of Iran (Dehghani, Ismailian, Akbari, Hasanvand & Nikmanesh, 2015).

A 610-subject sample including employees working in the Education Organization of Tehran was used to determine the validity and the reliability of Mindfulness Questionnaire in present paper. Confirmatory Factor Analysis was employed to examine the validity of the mindfulness scale. The obtained results show a high correlation between variables and relevant construct. Furthermore, the significance test of C.R indicated significant critical ratios. Internal consistency of this scale was obtained at .985 by using Cronbach's alpha; this value equaled .978, .968, .981, .976, .78, and .983 for describing inner experiences, mindful attention and focus, non-judging and non-evaluating, observing thoughts, feelings and physical senses, aware action, and adjusting reaction to events, respectively.

Results

According to demographic data analysis, 610 employees working in education organizations consisted of 127 single women and 56 single men (M=1.306, SD=0.462) and 178 married women. and 249 married men (M=1.583, SD=.494). The highest frequency is related to the average age of 40 with 163 subjects (27%),(M=43.562, SD=2.621) and the lowest frequency is related to the average age of 30 with 17 subjects (3%)(M=29.654,

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SD=1.647). Regarding the work experience, the evidence showed that the highest frequency was related to 15-20 years of experience with 253 subjects (42%) (M=18.679, SD=3.478), and the lowest was less than 5 years with 17 subjects (3%). (M=3.968, SD=.796). On the other hand, the highest frequency of education level was related to a bachelor degree with 378 subjects (62%), and the lowest was diploma degree education with 17 subjects (3%) (M=3.167, SD=.768).

Descriptive statistics of variables were reported in Table 1 and 2

Table 1
Descriptive Statistics of Variables

Variable	Number	Min	Max	Mean	SD
Psychological wellbeing	610	1	5.833	2.860	1.083
Psychological capital	610	1	6	3.566	1.518
Mindfulness	610	1	5	2.908	1.014

SEM and Amos Software were used to find whether the model of psychological wellbeing designed based on the psychological capital and mediating role of mindfulness is fit or not.

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Table 2
Descriptive Statistics of Variables

	Variable	Min	Max	Mean	SD
Psychological wellbeing	self-acceptance	1	6	2.815	1.193
	positive relationship with others	1	6	2.889	1.304
	autonomy	1	6	2.832	1.279
	environmental mastery	1	6	2.907	1.343
	purposeful life	1	6	2.845	1.270
	personal growth	1	6	2.872	1.318
Psychological capital	self-efficacy	1	6	3.577	1.684
	hope	1	6	3.579	1.616
	resiliency	1	6	3.534	1.592
	optimism	1	6	3.575	1.672
Mindfulness	describing inner experiences	1	5.200	2.900	1.104
	mindful attention and focus	1	5.250	2.904	1.157
	non-judging and non-evaluating	1	5.167	2.873	1.201
	observing thoughts, feelings and physical senses,	1	5	2.931	1.197
	aware action	1	5	2.935	1.173
	adjusting reaction to events	1	5	2.925	1.186

Normal multivariate distribution was one of the assumptions of SEM. To examine this normality, kurtosis and skewness of data distribution were assessed, and obtained values were at the range

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from (-2, +2); in other words, the studied data for variables had a normal distribution.

The results pertained to the research model, as well as the most important mode fit indicators were shown in Figure 2 and Table 3.

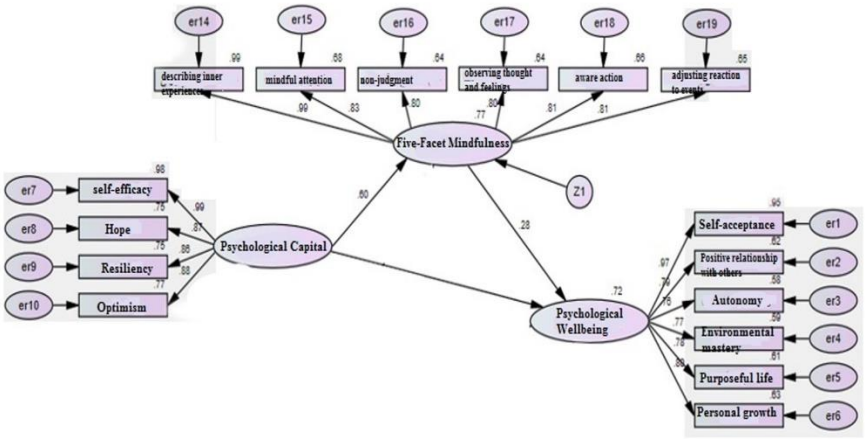

Figure 2. The results pertained to the research model

Table 3
Fit Indicators of Structural Model

Fit indicators	RMR	RMSEA	Chi-square/df	NFI	RFI	IFI	CFI	GFI
Desired value	.08≤	.08≤	3.00≤	.85≥	.85≥	.85≥	.85≥	.85≥
Obtained value	.029	.018	1.191	.983	.980	.997	.997	.966

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According to Table 3, the majority of good fit indicators are at an optimal level so they cannot be improved anymore. The authors can use the indicators higher than .85 as an acceptable rate for model fit (Sadeghpoor & Moradi, 2013).

According to the results obtained from construct validity measurements and relationships among research variables, the model was confirmed; therefore, the causal model of psychological wellbeing based on the psychological capital and mediating role of mindfulness in employees of the Education Organization in Tehran is accepted. Hypotheses are examined herein.

The paths between variables were considered the research hypotheses in the tested model; hence, direct and indirect impacts are used to test hypotheses.

The results obtained from the path analysis method are reported in the following tables.

Table 4

Direct Relations between Variables

The relations between variables			Non-standard coefficients	SE	C.R.	Sig.	Standard coefficients (Beta)
Psychological capital	→	Mindfulness	.393	.014	28.562	>.001	.599
Mindfulness	→	Psychological wellbeing	.297	.054	5.553	>.001	.281
Psychological capital	→	Psychological wellbeing	.128	.032	3.979	>.001	.184

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Table 4 shows the paths and relations between variables**.** Hence, standard coefficients are .184 for the direct effect of psychological capital on psychological well-being and .281 for the direct effect of mindfulness on well-being, which shows that in terms of direct effect, mindfulness has the highest effect on psychological welfare (Fig. 3).

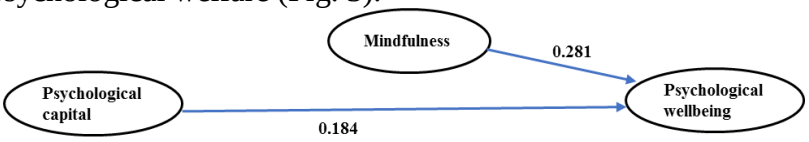

Figure 3. Direct effects

To calculate the indirect effect of psychological capital on psychological well-being, the indirect effects of each variable are equal to the product of its different paths. Therefore, the indirect effect of psychological capital is equal to the product of the coefficients of the path of psychological capital on mindfulness and the path of mindfulness on psychological well-being (0.599 x 0.281 = 0.168). Fig. 4 shows the experimental model of variables with direct and indirect effects on psychological well-being.

Figure 4. The experimental model of variables

The total effect of each variable is equal to the sum of the direct and indirect effects of that variable. Regarding the psychological capital variable, the total effect is equal to .352 which is the sum

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of direct and indirect effects of this variable (.184 + .168). The results of the direct, indirect, and total effects are shown in the table below (Table 5).

Table 5

Direct and Indirect Path Coefficients

Independent variables	Impacts		
	Direct	Indirect	Total
Psychological capital	.184	.168	.352
Mindfulness	.281	-	.281

The factors affecting the psychological wellbeing with the indirect effect of psychological capital and mediation of mindfulness were shown in Figure below (Fig.5).

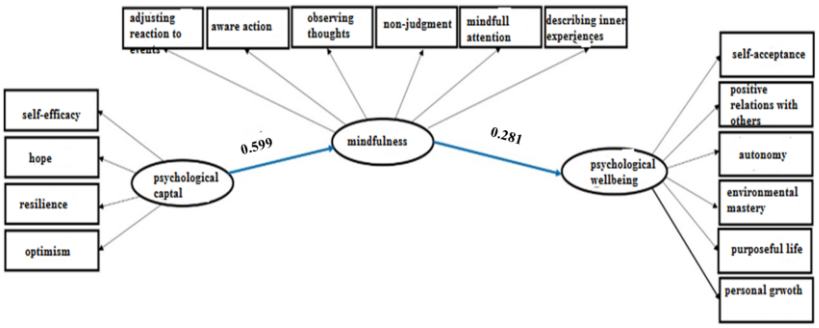

Figure 5. Indirect impact of psychological capital on the psychological wellbeing

Table 6. indicates the indirect impact of psychological capital on psychological wellbeing with the mediation of mindfulness.

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Table 6

Path Coefficient and Significance of Indirect Impact of Psychological Capital on Psychological Wellbeing

Hypothesis	Independent variable	Mediating variable	Dependent variable	Normalized path coefficient	t-value	Result
	Psychological capital	Mindfulness	Psychological wellbeing	.168	5.091	Accepted

The obtained results show the direct path coefficient between psychological capital and mindfulness equal to .599 with a standard error of .014 and the direct path coefficient (.281) between mindfulness and psychological wellbeing with a standard error of .054. The indirect path coefficient between psychological capital and wellbeing was calculated, and the result was equal to .168 obtained from multiplying .599 by .281. The significance level of direct and indirect effects depends on t-value, and this should be measured to examine the indirect impact. Sobel test is used to measure significance value corresponding with this value. T-value is significant if it is out of the ±1.96 confidence interval based on its corresponding significance coefficient. This value was 5.091 that is greater than 1.96, and indicates a significant impact of the variable at the confidence level of 95%. Therefore, psychological capital with the mediation of mindfulness has an indirect impact on the

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psychological wellbeing of employees working in education organizations in Tehran.

Discussion

Data analysis indicated the good fit of the prediction model of psychological wellbeing based on the psychological capita by consideration of mediating role of mindfulness based on the empirical data. Moreover, there was a significant association between the studied variables. It can be explained that psychological well-being was considered a cognitive process that life satisfaction is its indicator in some of the theories.

According to some theories, psychological wellbeing implies individual and social procedures such as positive attention to self, autonomy, and positive relations with others (Ryff & Singer, 1998; Costa & McCra, 1992). The obtained results imply a significant association between mindful psychological capital and mindful psychological wellbeing. It is concluded that psychological capital could significantly and indirectly affect employees' psychological well-being working in educational organizations with mindfulness mediation. Statistical analysis indicates that the mindful mediation-based psychological well-being model is matched with empirical data, and psychological capital indirectly affects this variable. Consistent with the present study, the findings of Naderipour (2018) on the students of Bu Ali Sina University showed that mindfulness, i.e., the need for cognition and psychological capital, explains psychological well-being. However, the results obtained in the present study showed that out of the various dimensions of psychological capital, hopefulness had the highest regression effect, and optimism had the lowest regression effect on psychological well-being. Consistent with these findings, the results of the research of

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Roach, Harr, and Luthans (2014) also indicated that mindfulness and psychological capital affect well-being. Consistent with the results of this study, Bowlin and Bauer (2011) showed in their study that mindfulness has a positive relationship with well-being and a negative relationship with general distress. On the other hand, Ismaili (2015), in his study, showed that the development of the model of psychological well being had been accompanied with mindfulness and sense of responsibility, but in the present study, psychological capital has been effective in developing the model of well being instead of responsibility sense. On the other hand, the results of Emad, Atashpour, and Zaker Fard (2016) , Sedghi and Cheraghi (2018), Ahmadvand, Heidari Nasab & Shairi (2012) also came to the conclusion that mindfulness is a strong anticipator of psychological well-being. In this regard, Mallya and Fiocco (2016), Salajeghe, Emamipour & Nematollahzadeh Mahani (2019) ,Mehrabi (2019), Alipour& Zaghibi Ghonad (2017) ,Imani, Karimi, Behbahani & Omidi's (2017) showed that there is a significant relationship between mindfulness and psychological well-being, which is consistent with the present study.

According to the mentioned points, psychological capital and mindfulness are variables associated with psychological wellbeing that can explain and predict as well. In other words, psychological capital and mindfulness lead to psychological wellbeing improvement which includes components of self-acceptance, positive relationship with others, autonomy, environmental mastery, purposeful life, and personal growth.

This study was just conducted on employees working in education organizations that can be mentioned as research constraint of this paper; hence, the obtained results should be

generalized cautiously. Therefore, further studies can be carried out in other cities or other populations.

Suggestions for future studies:

1. It is suggested to use longitudinal and prospective studies to better understand the effect of psychological capital variables and mindfulness on psychological well-being. Therefore, arrangements are needed by research centers and universities to encourage researchers and students to studying this important area.
2. It is suggested that future studies investigate the model used in this study in other organizations to further assess the accuracy of the model. Comparison among the findings of this study with other groups leads to a better understanding of the studied phenomena.
3. It is suggested that specialists and psychologists perform further research in larger dimensions to generalize the results, it is also suggested that the studies are performed in different geographical areas. Suggestions for experimental works:
1. The variables of psychological capital and mindfulness have the ability to be improved through education. It is suggested that policy makers and university staff take effective measures to improve psychological well-being by continuously educating these variables.
2. There are basic conditions for good mental health, and the results of this study could provide information on factors that increase psychological well-being. Therefore, it is suggested that in hiring employees, in addition to various evaluations, a psychological assessment is performed on employees to help them and their families improve their psychological well-being and the factors involved.

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