

EMPLOYEE'S PSYCHOLOGICAL WELL-BEING FLOURISHES

"The goal is for 51% of the world's population to be
'flourishing' by 2051,"
Seligman (2011)



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ABSTRACT

The topic of psychological well-being is a central area of discussion across various disciplines concerning individuals' mental health (Cabrera, 2019). This research delves into this construct from the perspective of positive and organizational psychology, aiming to contribute to this globally relevant issue. The study analyzes the influence of a psychological well-being program on employees within a Higher Education Institution (HEI) using a pre-experimental quantitative approach, with 58 participants selected under the inclusion and exclusion criteria set by the researchers. To carry out this research, a population-adapted version of the "Florece" program, designed and validated by Cabrera (2019), was implemented. It focused more specifically on the organizational context, which was entitled "La senda de la mente: florece, hacia el bienestar psicológico del trabajador." The initial measurement of psychological well-being revealed that 72.4% of participants had moderate to high levels of well-being. This figure significantly increased



($p < 0.01$) following the program's implementation, with 63.8% of participants reaching high levels and 27.6% achieving very high levels of well-being.

Finally, regarding the dimensions of this construct, it was found that those with the most statistical significance after implementing the program were personal growth, mastery of the environment, and purpose in life, which rose to high and very high levels compared to initial results. This highlights the program's impact and contributes to promoting and preventing mental health.

Keywords: psychological well-being, dimensions of psychological well-being, Bloom-Program, – the path of the mind: bloom, towards the psychological well-being of the worker –, workers.





RESUMEN

El tema del bienestar psicológico, para diferentes disciplinas es un eje importante de discusión a favor de la salud mental de las personas, Cabrera (2019), esta investigación profundizó en este constructo desde un panorama de la psicología positiva y organizacional, a fin de aportar a este tema de gran relevancia mundial, a través del análisis de la influencia de un programa de bienestar psicológico en una población trabajadora de una Institución de Educación Superior (IES), por medio de un estudio cuantitativo de tipo pre-experimental, contando con 58 participantes seleccionados bajo los criterios de inclusión y exclusión dados por las investigadoras. Para ejecutar este proceso investigativo se realizó una adaptación poblacional del programa de base “florece” diseñado y validado por Cabrera (2019), el cual se enfocó de manera más concreta en el contexto organizacional el cual se denominó, “la senda de la mente: florece, hacia el bienestar psicológico del trabajador”; al realizar la medición inicial del bienestar psicológico se encontró que el 72,4 % de los participantes tenían un nivel



moderado a alto, resultado que incrementó significativamente ($p.<0,01$) con la implementación del programa a un 63,8 % nivel alto y 27,6 % nivel muy alto.

Finalmente, con respecto a las dimensiones de este constructo se encontró que las que tuvieron mayor significancia estadística con la implementación del programa fueron crecimiento personal, dominio del entorno y propósito de vida, subiendo a niveles altos y muy altos con respecto a los resultados iniciales, permitiendo reconocer el impacto del programa y así aportar a la promoción y prevención de la salud mental.

Palabras clave: bienestar psicológico, dimensiones de bienestar psicológico, Programa-florece, – la senda de la mente: florece, hacia el bienestar psicológico del trabajador –, trabajadores.



INTRODUCTION

Psychological well-being is considered one of the key factors defining people's quality of life in any context. A high level of well-being is seen as a sign of a satisfying life. When well-being is lacking, the repercussions are significant, often leading to mental issues such as depression, anxiety, and stress. Seligman (as cited in Cabrera-Gómez et al., 2019) defines psychological well-being as the ability of individuals to create enabling conditions that allow them to live a fulfilling life. This theory suggests that well-being leads to personal growth, as mentioned by the author in his "flourishing" theory.

In this order of ideas, it is crucial to explore this topic, as there is a lack of studies focused on promoting and preventing the psychological well-being among workers. Likewise, the importance of intervening in this construct is highlighted by authors such as Seligman (2011), who identified the need to address this construct through positive psychology to create enabling conditions and tools that allow people to lead a life worth living.

Therefore, the current research aims to analyze the influence of the "Florece" program adapted to the population as "La senda de la mente: florece, hacia el bienestar psicológico del trabajador," which focuses on improving psychological well-being based on the theory of flourishing among a group of employees at a private higher education institution. This program was adapted to Carol Ryff's multidimensional model of psychological well-being by Dr. Claudia Carolina Cabrera Gómez in 2019 and applied to the working population in this study. This program includes the dimensions of self-acceptance, styles of thought, personal growth, strengths, Mastery of the environment, beliefs, autonomy, cognitive adjustment, positive-relationships, positive emotions, purpose in life, and values. It is also important to mention that this study is part of the original research titled "Influencia del programa virtual: florece en el nivel de bienestar psicológico de un grupo de jóvenes estudiantes de una institución superior de San Juan de Pasto, Nariño, Colombia."

Similarly, in the working context, some studies, such as the one by Bolaños et al. (2019), highlight the importance and necessity of working on this construct. The research entitled “Nivel de calidad de los procesos de gestión humana” included an assessment of the job well-being of 764 workers within the same context as this research. It was found that the job well-being process scored 25.3%, indicating a low level compared to other evaluated processes (Bolaños et al., 2019). This suggests that individual differences in the workplace play a crucial role in achieving optimal psychological well-being, as factors such as job position, culture, expectations, and life projections significantly influence one's conception of well-being.

In accordance with the above, this research applied a quantitative, pre-experimental methodology with a sample of 58 employees from a private institution in the municipality of San Juan de Pasto. Likewise, a scale assessing psychological well-being was used to collect the information. Its original name is Scales of Psychological Well-Being (SPWB), Ryff's *Escala de Bienestar Psicológico* (EBP in Spanish), which was adapted to Spanish by Van Dierendonck (2006) and underwent a cross-cultural adaptation by Cabrera (2019).

METHODOLOGY

The research was conducted using a quantitative, empirical, and analytical approach with an explanatory design, and a pre-experimental framework. The study involved a sample of 58 workers selected based on inclusion and exclusion criteria established by the researchers. The inclusion criteria were:

- a. Serving in an administrative or teaching role at Universidad Mariana.
- b. Being between 18 and 60 years of age.
- c. Having a minimum tenure of three months at the institution.
- d. Agreeing to and signing the conditions outlined in the informed consent.

The exclusion criteria were:

- a. Not serving in an administrative or teaching role at Universidad Mariana.
- b. Being under 18 or over 60 years of age.
- c. Having less than three months of tenure at the institution.

To analyze the program's impact, pretest and posttest measurements were conducted and applied before and after the program's implementation, "La senda de la mente: florece, hacia el bienestar psicológico del trabajador."

The evaluation instrument used was the Scales of Psychological Well-Being (SPWB), originally developed by Ryff and adapted into Spanish by Van Dierendonck (2006). A cross-cultural adaptation of the scale was made by Cabrera (2019). The scale was rated according to the ranges and levels specified by its creators: (0.01-1) very low; (1.01-2) low; (2.01-3) moderate to low; (3.01-4) moderate to high; (4.01-5) high; and (5.01-6) very high. Likewise, informed consent was obtained from participants to ensure that both the participant and researcher could proceed with the study.

The program implemented in this research was a population-specific adaptation of the "Florece" program for adult university students, created by Cabrera (2019), who applied the program to a university student population in San Juan de Pasto, Colombia. This program was designed based on a cross-sectional positive psychology approach, including Appreciative Inquiry by Cooperrider, Seligman's flourishing theory, and cognitive-behavioral strategies from Ellis and Beck.

In line with this, the current study adapted the "Florece" program to the population, renaming it "La senda de la mente: florece, hacia el bienestar psicológico del trabajador." The adapted program was reviewed by expert judges who endorsed its adaptation and subsequent implementation. Two computer programs were used for the information analysis: Microsoft Excel for tabulation and table generation and SPSS program version 25 for raw numerical data analysis. Likewise, the interpretation of some central tendency measurements, such as mode and mean, was used for the descriptive data, according to the psychological well-being levels represented in the sample results. In this regard, to determine the degree of significance between the pretest and posttest results that belonged to non-parametric statistics, the Wilcoxon test was used, which determines that the variables with significance levels below 0.05 rejected the null hypothesis.

RESULTS

After applying the SPWB scale: Scales of Psychological Well-Being (Ryff, 1998), adapted by Cabrera (2019) and virtualized from pretest and posttest data, the level obtained was identified for each dimension of psychological well-being of a group of employees from Universidad Mariana who enrolled in the course proposed for the development of the program “La senda de la mente: florece, hacia el bienestar psicológico del trabajador.” This group was distributed among professors and administrative staff, from which the following results regarding psychological well-being and its dimensions were obtained.

DIMENSIONS OF PSYCHOLOGICAL WELL-BEING

Table 1. *Self-Acceptance*

Level	Pretest frequency	Pretest %	Mean of the range	Posttest frequency	Posttest %	Mean of the range	Mean difference
Moderate to low	5	8.6%	2.76	2	3.4%	2.60	0.16
Moderate to high	25	43.1%	3.73	4	6.9%	3.75	0.02
High	27	46.6%	4.51	26	44.8%	4.74	0.23
Very high	1	1.7%	5.60	26	44.8%	5.48	0.12

Note. Author's elaboration.

Regarding the self-acceptance dimension, Table 1 shows the results before and after implementing the program “La senda de la mente: florece, hacia el bienestar psicológico del trabajador,” where it is possible to visualize significant changes in frequencies. At the moderate to high level, a mean of 2.76 was obtained in the pretest,

and in the posttest, a mean of 2.60, indicating a significant difference of 0.16. Similarly, at the very high level, the pretest obtained a mean of 5.60, and in the posttest, a mean of 5.48, marking a considerable difference of 0.12 with respect to the means of the range. These data indicate that the implemented program had a positive impact on this dimension, which, according to Ryff, (as cited in Cabrera, 2019), refers to individuals “having a positive attitude toward the self; acknowledging and accepting multiple aspects of themselves, including qualities and flaws; feeling positive about past life” (p. 14).

Table 2. *Purpose in Life*

Level	Pretest frequency	Pretest %	Mean of the range	Posttest frequency	Posttest %	Mean of the range	Mean difference
Moderate to low	5	8.6%	2.80	2	3.4%	2.67	0.13
Moderate to high	29	50.0%	3.86	5	8.6%	3.93	0.07
High	24	41.4%	4.43	21	36.2%	4.78	0.35
Very high				30	51.7%	5.67	5.67

Note. Author’s elaboration.

Table 2 evidences that the population under study, concerning the dimension of purpose in life, shows greater changes in frequencies at the moderate to high level, where the mean before implementing the program was 3.86 and 3.93 after, marking a difference of 0.07. Likewise, it was possible to identify that the very high level in the pretest obtained a mean of 0.35, data which is significantly modified in the posttest, where a mean of 5.67 was obtained, resulting in a difference of 5.67. These data allow identifying the positive impact of the implemented program on this dimension, which Ryff defines as the fulfillment of goals and objectives that individuals set for themselves to achieve their life purposes and goals based on their present and past experiences (Cabrera, 2019).

Table 3. *Autonomy*

Level	Pretest frequency	Pretest %	Mean of the range	Posttest frequency	Posttest %	Mean of the range	Mean difference
Moderate to low	12	20.7%	2.83	3	5.2%	2.79	0.04
Moderate to high	43	74.1%	3.46	32	55.2%	3.71	0.25
High	3	5.2%	4.17	22	37.9%	4.35	0.18
Very high				1	1.7%	5.13	5.13

Note. Author's elaboration.

With respect to Table 3, it can be observed that the results obtained from the people who decided to participate in the implementation of the program show a trend at the moderate to high level, with a mean of 3.46 in the pretest and 3.71 in the posttest, showing a significant difference of 0.25. This is followed by the moderate to low level, with a mean of 2.83 in the pretest and 2.79 in the posttest, recognizing a significant difference of 0.04. Finally, the high level showed a mean of 4.17 in the pretest and 4.35 in the posttest, highlighting a significant difference of 0.18. These data allow identifying the positive impact of the implemented program on this dimension, which can be understood as the degree of independence achieved by individuals, enabling them to cope with social pressures that drive them to behave in specific ways, generating self-regulation strategies, as well as self-assessment for personal purposes (Ryff, as cited in Cabrera, 2019).



Table 4. *Mastery of the Environment*

Level	Pretest frequency	Pretest %	Mean of the range	Posttest frequency	Posttest %	Mean of the range	Mean difference
Moderate to low	2	3.4%	2.83				2.83
Moderate to high	35	60.3%	3.71	4	6.9%	3.58	0.13
High	21	36.2%	4.42	29	50.0%	4.75	0.33
Very high				25	43.1%	5.51	5.51

Note. Author's elaboration.

Table 4 describes the results obtained in the pretest and posttest regarding the dimension of mastery of the environment. Initially, it can be observed that the sample shows a tendency towards a moderate to high level, with a mean of 3.71 in the pretest and 3.58 in the posttest, indicating a significant difference of 0.13. Additionally, the high level obtained a mean of 4.42 in the pretest and 4.75 in the posttest, marking a significant difference of 0.33. Positive changes were also found in the very high level, which initially presented a mean of 0 that increased to 5.51 after the program implementation, indicating a significant difference of 5.51.

This reflects that the implemented program brought positive changes to the participants with respect to this dimension, where individuals with mastery of the environment can control and dominate their environment by using tools and opportunities presented by the context while not neglecting their own needs and values (Ryff, as cited in Cabrera, 2019).



Table 5. *Positive Relationships*

Level	Pretest frequency	Pretest %	Mean of the range	Posttest frequency	Posttest %	Mean of the range	Mean difference
Moderate to low	5	8.6%	2.73	1	1.7%	2.50	0.23
Moderate to high	9	15.5%	3.78	8	13.8%	3.67	0.11
High	33	56.9%	4.63	26	44.8%	4.85	0.22
Very high	11	19.0%	5.33	23	39.7%	5.57	0.24

Note. Author's elaboration.

Regarding the positive relationship dimension, Table 5 shows that the majority of the population in the pretest evaluation was at a high level with a mean of 4.63, increasing to 4.85 in the posttest, showing a difference of 0.22. Following this, the very high level scored a mean of 5.33 in the pretest and 5.57 in the posttest, indicating a significant difference of 0.24. This indicates that the implemented program brought positive changes to participants in this dimension, where individuals in this research replication experience warm, satisfying, and trustworthy relationships with those around them and are characterized by a strong interest in the well-being of others, stemming from strong empathy, enabling them to understand better human relationships (Ryff, as cited in Cabrera, 2019).

Table 6. *Personal Growth*

Level	Pretest frequency	Pretest %	Mean of the range	Posttest frequency	Posttest %	Mean of the range	Mean difference
Moderate to high	53	91.4%	3.75	6	10.3%	3.62	0.13
High	5	8.6%	4.14	20	34.5%	4.76	0.62
Very high				32	55.2%	5.46	5.46

Note. Author's elaboration.

Table 6 evidences that the trend of the sample regarding the pretest and posttest is at a moderate to high level in the pretest, with a mean of 3.75 and a mean of 3.62 in the posttest, marking a significant difference of 0.13. Similarly, the high level in the pretest obtained a mean of 4.14 and 4.76 in the posttest, with a significant difference of 0.62. Finally, the very high level results in the pretest presented a mean of 0, significantly changing in the posttest, with a mean of 5.46. This denotes a significant difference of 5.46. These data allow identifying the impact of the implemented program on the personal growth dimension, which is understood as the continuous development of the individual, strengthening their abilities to achieve their goals or objectives in order to fulfill their life project (Ryff, as cited in Cabrera, 2019).

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Table 7. *Levels of Psychological Well-Being*

Level	Pretest frequency	Pretest %	Mean of the range	Posttest frequency	Posttest %	Mean of the range	Mean difference
Moderate to high	42	72.4%	3.80	5	8.6%	3.57	0.23
High	16	27.6%	4.12	37	63.8%	4.68	0.56
Very high				16	27.6%	5.27	5.27

Note. Author's elaboration.

Regarding the construct of psychological well-being, Table 7 shows the results before and after implementing the program “La senda de la mente: florece, hacia el bienestar psicológico del trabajador,” where greater changes in frequencies can be observed. At the moderate to high level, a mean of 3.80 was obtained in the pretest and a mean of 3.57 in the posttest, indicating a significant difference of 0.23. Likewise, at the high level, the pretest obtained a mean of 4.12 and 4.68 in the posttest, marking a significant difference of 0.56 with respect to the means of the range. Finally, at the very high level, the pretest obtained a mean of 0, which changed to a mean of 5.27 in the posttest, marking a significant difference of 5.27. These data allow recognizing that the implemented program had a positive impact on the psychological well-being of the participants in this study, which can be interpreted as the participants gen-

erating a construction of positive aspects that allow them to obtain satisfaction and a sense of self-actualization at a personal level (Peterson and Seligman, as cited in Barahona et al., 2013).

ADAPTATION OF THE FLORECE PROGRAM

For this research, it was necessary to make a contextual adaptation of the program to be implemented, which is based on the literature review of the “Florece” program for adult university students, created by Cabrera (2019), who applied her program to a university student population in the city of San Juan de Pasto, Colombia. This program had a statistical significance of (051) in the results of psychological well-being. The program was designed under a cross-sectional approach of positive psychology, which is Coperrider’s appreciative inquiry of the hand of Seligman’s theory of flourishing and some cognitive behavioral strategies such as those of Ellis and Beck.

Consistent with this, for the present research replication, a population adaptation of the “Florece” program was made entitled “La senda de la mente: florece, hacia el bienestar psicológico del trabajador.” This program was carried out as a 16-week virtual course, where participants worked on six modules of each studied dimension. Each module lasted one week in this research replication, for a total of six weeks. The remaining two weeks were divided into the implementation to perform the course introduction, feedback, and closing. Finally, eight chapters within the primer were obtained, eight videos authored by the researchers, seven guided destinations, and six self-records, condensed into a construction of a graphical representation of well-being (*eudagrafía* in Spanish). In contrast to the “Florece” program, which lasted 16 weeks with participants working on six virtual modules for each dimension studied, each module lasted two weeks for a total of 12 weeks. The remaining four weeks were divided into the course initiation, induction, and closing. Finally, six book chapters, six videos (website), six audios (website), six guided destinations, and six self-records were obtained.

With regard to the components of the primer, the modules were developed as follows:

Initially, the development of the first and second weeks was carried out using resources similar to those implemented by Cabrera (2019) in her “Florece” program, including audio, literature review, videos, and an additional activity to create a graphical representation of psychological well-being – *eudagrafía* finally. The difference with this research replication lies in the methodology during the program’s implementation since the “Florece” program had set times for the execution of each proposed activity, while in “La senda de la mente: florece, hacia el bienestar psicológico del trabajador,” participants, being part of an organizational context, had flexible hours to complete the activities at times that fit their schedules without interfering with their daily tasks. This allowed for greater willingness and motivation in completing the activities. Herrero (2015) notes that having flexible schedules for performing activities gives individuals autonomy and motivation to complete them, thus achieving a balance between personal and work life. Another important aspect to mention is that the approach to each module’s topic was conveyed through videos, where the essence of a medieval journey was the basis for their creation. Authors such as Huang and Aaker (2019) mention that using metaphors in the learning process makes what has been learned to be acquired with greater commitment and motivation, leading to longer retention due to the internalization achieved during the activity execution process.

Similarly, tutorials and activities similar to those in the “Florece” program were considered in the general development of the proposed activities. However, in “La senda de la mente,” tutorials and accompaniment on the phone, through the virtual platform, with reflective forums, and by email allowed the participants under study to have more information, interest, and consistency in the performance of the activities.

STATISTICAL SIGNIFICANCE OF THE PROGRAM

For the verification of the hypotheses, the asymptotic significance of psychological well-being and each of the dimensions, according to the pretest and posttest, is presented below. Since the results *obtained are* not normal, they are subject to the non-parametric statistics as follows:

Table 8. *Wilcoxon Test for Psychological Well-Being and Its Dimensions*

Variable	Asymptotic significance (bilateral test)
Psychological Well-Being	0.001
Self-Acceptance	0.002
Purpose in Life	0.001
Autonomy	0.001
Mastery of the Environment	0.007
Positive Relationships	0.003
Personal Growth	0.007

Note. Author's elaboration.

Once the Wilcoxon test was applied to compare the differences between the means of the pretest and posttest ranges on the dimensions of the psychological well-being construct, Table 8 shows that all present a significance value below 0.05. Therefore, the working hypothesis can be confirmed: there is an influence of the program “La senda de la mente: florece, hacia el bienestar psicológico del trabajador” on a group of employees from the Universidad Mariana, and the null hypothesis can be rejected: there is no influence of the program “La senda de la mente: florece, hacia el bienestar psicológico del trabajador” on a group of employees from the Universidad Mariana, which means that the differences that present the values of the means of the ranges of each dimension are significant, indicating that the program “La senda de la mente: florece, hacia el bienestar psicológico del trabajador” generated an impact on the participants increasing their well-being levels.

DISCUSSION

In this regard, it is identified that in the pretest psychological well-being results obtained in this research replication, 72.45% of the evaluated population were classified in a moderate-high level, which is opposite to the results found by Carrillo and Coronel (2017), where 75% of the evaluated elderly population were initially in a low level. This difference could be due to the sociodemographic variable (age) of the investigated population by Carrillo and Coronel, which possibly influenced these re-

sults, as this population was between 60 and 85 years old, contrary to the population evaluated in the present study, who were between 30 and 50 years old. The results suggest that younger age is associated with higher psychological well-being, which aligns with what was mentioned by Mayordomo et al., (2016), who argue that as individuals experience evolutionary changes, their perception of psychological well-being diminishes. These changes could be due to new experiences that individuals must assimilate and adapt to over the years. Other authors, such as Romero et al., (2007), mention that various sociodemographic factors, including age, can influence individuals' decisions, goals, and purposes during their life cycle, contributing to psychological well-being.

Now, regarding the psychological well-being dimensions evaluated in this research, it was found that the self-acceptance dimension in the pretest results of the evaluated population was at a high level, with a mean in the range of 4.51. These results are similar to those of Cabrera (2019) and López et al., (2015), whose initial results were at a high level with a mean in the range of 4.15 and 4.10, respectively. Based on these data, it is found that the degree of self-acceptance of the participants under study is probably due to their context. Resines (as cited in Iragorri and Romberg, 2012) mentions that self-conception is directly learned from the context, based on the assessment constructed from behavior and how others' opinions are perceived regarding oneself. Although they have different roles, the study participants are part of an academic context where they are in continuous learning, possibly having some tools that allow them to recognize and accept their abilities and weaknesses and to set and achieve proposed goals and objectives.

In turn, the dimension of purpose in life, in the pretest results, shows that most participants were at moderate to high levels, with a mean in the range of 3.86. In contrast, Cabrera's (2019) study showed that the experimental group initially had a high level of purpose in life, with a mean of the range of 4.47. Similarly, in the study by López et al., (2015), which implemented a psychological well-being program and identified its relation to academic performance, their pretest results indicated that students initially were at a high level with a mean in the range of 4.10. According to this information, it can be inferred that these results are due to participants being at a stage in their lives where they are continuously training and fulfilling objectives and goals. Some authors suggest that "meaning is to belong and be at the service of something considered more important than the self, such as a doctor's mission to save a life, an artist's mission to create beauty, or a psychologist's mission to promote mental health" (Seligman, 2011, p. 97). This applies to the study populations of the three re-

search studies, where individuals aim to complete a professional career, meet job demands, etc., which involves setting and achieving goals that strengthen both their knowledge and personal growth, stability, and competitiveness.

Similarly, in the autonomy dimension, participants in this study were initially categorized at a moderate to a high level with a mean in the range of 3.46, similar to Cabrera's (2019) results in her research, where the experimental group was at a high level of autonomy with a mean of the range of 4.05 before the "Florece" program implementation. This level may be due to both research being carried out within the same context, Higher Education Institution (IES in Spanish), which promotes autonomy among its members as part of its aesthetic and affective principles. Promoting autonomy involves providing the necessary time and space to find responses and suggested solutions to solve environmental problems.

In line with the above, the study by Niño and Peña (2019) on working and studying individuals found that most participants had a medium level of autonomy, possibly influenced by their context and the people around them. In comparison, the present study's participants, also from a working context, showed a moderate to high level of autonomy, similar to Niño and Peña's findings.

For these participants in an organizational context, the need to act to benefit psychological well-being is performed to acquire tools for greater independence throughout their life cycle development. As mentioned by Ryff (as cited in Cabrera, 2019), this construct encompasses the degree of independence an individual acquires throughout their life cycle development; it is basically how they resist different social pressures they face daily to think and act differently. An autonomous person can self-evaluate and be aware of their desires and actions, unlike someone with low autonomy who remains alert to others' actions and intentions.

Advancing on the subject regarding the dimension of mastery the environment, the participants in the present research study initially exhibited a moderate to high level with a mean in the range of 3.71. The results obtained in the present study are different from those reflected by Cabrera (2019), who initially obtained a high level with a mean in the range of 4.32 in its population in this dimension. These results differ from those postulated by González-Villalobos and Marrero (2017), who mention that individuals with an active routine at the work and study level will always have greater mastery of the environment, resulting in increased happiness and life satisfaction. Likewise, the pretest results contradict those mentioned by Mayordomo et al., (2016),

who found that older individuals achieve greater mastery of the environment than those transitioning from youth to adulthood. This may be attributed to the sociodemographic characteristics (such as current performance or age) of the population in the present research replication, as the participants are employees aged between 30 to 50 years. In contrast, Cabrera's (2019) study participants are students aged 19 to 30 years.

Continuing with the discussion, the pretest results showed that the majority of individuals in the present research were initially at a high level, with a mean in the range of 4.63 in the positive relationship dimension. These results differ from those Cabrera (2019) reported in her research, where university students scored a moderate to high level with a mean in the range of 3.87 before the program's implementation. The differences in these results may be because this study's population is within a work context where it is easy for them to develop potential and skills aimed at healthy work environments. As Palma-Candia et al., (2016) mention, individuals who actively participate in their surrounding context can have good relationships and give meaning and control to their lives, generating belonging, motivators, and direction in their activities within a context.

Finally, the population evaluated in the present study was at a moderate to high level in the pretest, with a mean in the range of 3.75 in the personal growth dimension. In comparison, Cabrera's (2019) research indicated that the pretest results showed that participants were initially at a high level with a mean in the range of 4.89. The results of this research are probably attributed to the employees' conception of their work environment, which does not fully meet some of their personal expectations in relation to job expectations, as referred to by Montoya et al., (2008) in their research, who identified that the motivation, perception, and actions taken by the organization in favor of the well-being of employees influence their professional and personal growth.

Continuing with the previously established order, the third specific objective was addressed. It was found that the studied population showed changes in their frequencies and means regarding psychological well-being. The frequency obtained in the pretest was at a moderate-high level, with a mean in the range of 3.80, reaching two dominant frequencies in the posttest, one at high levels, with a mean in the range of 4.68, and another at a very high level with a mean in the range of 5.27. These results are similar to those reported by Cabrera (2019) in her research, where the population achieved a high level with a mean in the range of 4.29 before the program's implementation, data that after the implementation remained at the same level but increased to a mean of 4.56. This suggests that the program implemented in the

present research replication led to more significant changes in its population, as evidenced by the posttest evaluation reaching a very high level, in contrast to Cabrera's (2019) program, possibly due to differences in the life cycles of the populations studied. Therefore, it can be concluded that adults learn more subjectively, with motivation playing a crucial role, turning what is learned into personal improvement rather than an academic achievement goal (Cuenca, 2011). As some authors mentioned, "the perception of an internal locus of causality regarding an activity will tend to enhance intrinsic motivation for that activity" (Ryan; Cornell; and Ceci, as cited in Cuenca, 2011, p. 241).

At this point in the present research replication, it is possible to identify that personal growth is the dimension that had the most significant changes, going from a moderate-high level with a mean in the range of 3.75 in the pretest to a very high level with a mean in the range of 5.46 in the posttest. This indicates that the participants have greater tools to achieve their goals and fulfill a life project. According to authors such as Aron and Milicic (as cited in Jiménez, 2015), personal growth is defined as the continuous development of capacities, skills, knowledge, and potentials throughout the life cycle, enabling individuals to set and achieve their proposed projects or goals. These changes are similar to those found in Cabrera's (2019) research, where after implementing the "Florece" program, the dimension that showed the most significant changes was also personal growth. In the pretest, it obtained a high level with a mean in the range of 4.89, increasing to a very high level of 5.11. The data referenced from both studies may be due to the fact that the personal growth dimension is a determinant of increased psychological well-being. Authors such as Coral et al., (2019) mention that individuals with a perception of personal growth experience continuous development; they see themselves growing and expanding, are open to new experiences, have a sense of realizing their potential, and see improvement in themselves and their behavior over time.

Considering the above, it can be said that the results may be attributed to the link between personal growth and character strengths in the implemented activities. These activities possibly enabled participants to discover their virtues and focus them on building projects aimed at improving their lives in the different environments they developed. Barrantes-Brais and Ureña-Bonilla (2015) mention that working on strengths, capacities, and weaknesses, as well as on ways of thinking, feeling, and acting, among other aspects, will help strengthen and improve performance, allowing individuals to achieve optimal development in any context they find themselves in, and therefore greater personal growth.

In this regard, career counseling is another aspect that probably influenced the results obtained regarding this dimension. Participants in the present research replication may have previous professional training that may meet their personal expectations. In Jiménez's (2015) study, a population of teachers experience an increase in the personal growth dimension after receiving career counseling. The findings in this research are supported by the theory of Arón and Milicic (as cited in Jiménez, 2015), who mention that in order to achieve optimal personal growth, individuals must have career guidance before choosing a professional career, thus ensuring the quality of work and employees. This would be understood as a prevention action for mental health.

To keep advancing in the subject, the results obtained after the program's implementation showed that mastery of the environment was another dimension with positive changes. This changed from a moderate to a high level with a mean in the range of 3.71 to a distribution of the highest frequencies in the high levels with a mean in the range of 4.75 and very high with a mean in the range of 5.51. This indicates that most participants of this research replication may have a sense of mastery and competence in managing their environment. They control a complex set of external activities, make effective use of surrounding opportunities, and are able to choose or create contexts appropriate to personal needs and values after the program's implementation. Muratori et al., (2015) mention that individuals capable of achieving mastery of the environment can manage and control a complex set of external activities, making appropriate use of available resources in certain circumstances, allowing them to build new contexts.

The previously mentioned results moderately relate to those obtained by Cabrera (2019), where university students achieved a high level with a mean in the range of 4.32 in the pretest and a high level with a mean in the range of 4.57 in the posttest. Although the levels remained the same, there was a change. Compared to the present research results, it can be inferred that the implementation of a behavioral assessment in activities corresponding to this dimension allowed participants not only to analyze and build their beliefs, as Cabrera's program did in 2019, but also to complement these activities with the simulation and practice of a particular situation. This allowed participants to prepare to face similar situations in their daily lives. This is referred to by Caballo (as cited in Vera-Villarroel et al., 2015), who states that behavioral assessment enables a person to anticipate behaviors in their daily life situations.

On the other hand, it was found that the pretest and posttest results regarding the dimension of purpose in life also showed changes, going from a moderate to a high level with a mean in the range of 3.86 to a higher frequency in the high level with a mean in the range of 4.78 and very high with a mean in the range of 5.67 in the posttest. In contrast, Cabrera's (2019) study found that this dimension maintained its high level, but the mean varied from 4.47 to 4.81. These results suggest that most participants in the present study increased their vision of goals and possibly generated a sense of direction after the program's implementation, giving value to past and present experiences. Cabrera (2019) mentions that self-determination, goal achievement, life purpose, potential actualization, existential challenges, and self-actualization are essential aspects for the individual's well-being.

Based on the above, it can be said that the results of the present study, compared to those of Cabrera, are likely due to the life cycle experienced by the participants. The research subjects of Cabrera's 2019 study, being students, are in a training process that will later serve as the basis for setting goals throughout their lives. In contrast, the majority of the population in the present research replication is characterized as part of an organization performing functions related to their prior professional training, which allows this population to fulfill and strengthen their previously set goals. As Avellar de Aquino et al., (2017, p. 377) mention, "If, on the one hand, the young person is about to build their life project, the young adult is stabilizing professionally and forming a family." Similarly, from the perspective of logotherapy, these authors argue that having meaning in life is a necessary condition that occurs in life cycles, even in old age, so it can be assumed that the ontological perception of time plays a relevant role in this evaluation.

Likewise, it was found that the self-acceptance dimension left most of the investigated population in the posttest at high levels, with a mean in the range of 4.74 and very high levels, with a mean in the range of 5.48. These results varied given that in the initial pretest evaluation of this dimension, its highest frequency was found only at the high level, with a mean in the range of 4.51. These results indicate that after the program's implementation, most participants feel more satisfied with themselves, accepting the positive and negative aspects of who they are, as they feel secure and put themselves before people and the context that surrounds them (Cabrera, 2019). Considering the obtained data, Meléndez's (2011) study is brought up, where he evaluated a population of employees to verify whether there is a relationship between self-esteem and its dimensions with job performance. His results found that the dimension of self-acceptance is related to individuals' performance within their work context, meaning that as

self-acceptance increases, job performance also increases. This study is important to reference in the present research replication since it is possible that the participants who increased their levels of self-acceptance after the program's implementation may currently perform better within their organizational context.

That said, it is important to mention authors such as Castro and Resines (as cited in Iragorri and Romberg, 2012), who state that individuals with high self-esteem, self-image, and self-concept in the work environment are often characterized by overcoming problems and personal difficulties. They also have the ability to build character and strengthen their personality, creativity, and innovation necessary for different activities, assuming responsibilities with commitment and optimism. Moreover, these authors mention that individuals with these characteristics find it easier to relate to different colleagues in the workplace, demonstrating acceptance and respect for others considering individual differences. Failure to meet this can lead to low self-esteem in the employee, affecting their performance in all aspects of their life.

Advancing on the topic, the autonomy dimension is brought up. It initially obtained a moderate to high level with a mean in the range of 3.46. After the program's application, the highest frequencies were distributed in the moderate to high levels with a mean in the range of 3.71 and high with a mean in the range of 4.35. These results indicate that the participants in this research replication may have better skills to self-evaluate and develop in their work environment, generating a degree of independence and resilience when facing challenging situations or contexts. Ryff (as cited in Cabrera, 2019) refers to this. The previously mentioned results tend to increase, as seen in Cabrera's (2019) study, where it is identified that although the pretest and posttest levels *were high*, the mean increased from 4.05 to 4.24 after the program's implementation. Therefore, it can be concluded that the study participants, with the program's application, are more capable of being autonomous within their work context and potentially developing competencies that benefit organizational development. This is not only at a general or organizational level but also at a personal level since they are able to fulfill organizational purposes and contribute to achieving their personal goals. Faya et al., (2018) refer to it as follows:

"Autonomy is a construct that could be improved by increasing the employee's ability to influence their work context, for example, by distributing their time, method, speed, and work pace, scheduling their activities at their convenience. Aspects like these enhance their organizational performance and the company's productivity and prevent stress and absenteeism" (p. 100).

Continuing with the discussion of the third specific objective, the positive relationship dimension is discussed. It showed that the study participants initially were at a high level with a mean in the range of 4.63, with their highest frequencies in the posttest at the high level with a mean in the range of 4.85 and very high 5.57. This indicates that some participants currently have warmer interpersonal relationships with people around them, and they likely have the ability to generate more empathy and communication with people they know or want to start relationships based on trust and loyalty. In comparison with the data from Cabrera's (2019) study, it was identified that the population changed from a moderate to a high level with a mean in the range of 3.87 to a high level with a mean in the range of 4.16 after the program's implementation.

The results obtained may be attributed to the characteristics of the mentioned populations. In Cabrera's 2019 study, most participants are still in a developmental process within their life cycle, making it more challenging for them to strengthen good relationships compared to the population in this research replication. Lacunza and Contini (2016) mention that individuals in developmental stages within their life cycle, especially adolescents, find it difficult to generate safe and stable interpersonal connections, as they are in a process where it is more of a challenge and competition among peers rather than a process of cooperation and partnerships. In contrast, participants in the present study,

being part of an organizational context, likely have interpersonal relationships linked to collaboration and trust, resulting in more positive experiences. As Tan and Lin (as cited in Gallardo et al., 2010) refer, those capable of achieving this will be more comfortable within their work context, allowing them to experience positive emotions and affinity in their interactions with others.

Finally, to address the general objective of this study, we consider the points mentioned during this discussion and the significance values obtained from the Wilcoxon **statistical** test, which provide evidence of the effectiveness of the program, "La senda de la mente, florece hacia el bienestar psicológico del trabajador," on a group of employees at Universidad Mariana. The values corresponding to each dimension of psychological well-being showed a significance of 0.05 ($P < 0.05$). These results exceed those presented by Cabrera (2019) in her study, as she obtained significance values above the threshold established **by the** Wilcoxon test to determine the impact of a variable. This was mainly observed in the dimensions of self-acceptance ($p > 0.200$), autonomy ($p > 0.262$), and mastery of the environment ($p > 0.414$). This difference may be attributed to the implementation of recommendations from Cabrera's (2019) study guide and the accompaniment strategies used in the present study, such as

initial training on the platform and the development of each module of the course, as well as the support provided through the Information and Communication Technology (ICT). This ensured that each participant knew how to access the information and complete proposed activities, as providing support in task development tends to generate autonomy, the development of habits, study routines, and greater interest and motivation, consistent with the Montessori approach.

Similarly, it is identified that the statistical significance result of the psychological well-being construct obtained in the population after implementing the program was less than 0.05 ($p < 0.001$), which allows rejecting the null hypothesis and accepting the working hypothesis. This recognizes the implemented program's positive and significant influence on the participants' psychological well-being in this research replication. These results were more favorable than those obtained by Cabrera (2019) in her study since these in the *Wilcoxon* test for psychological well-being were

higher than 0.05 ($p > 0.051$), indicating that the program implemented in the present study had a greater influence on the psychological well-being of the study population. This may be attributed to the cross-cultural adaptation of the "Florece" program guide aimed at students to the program "La senda de la mente: florece, hacia el bienestar psicológico del trabajador," focusing on the working population. The function of this program is understood as a factor that promotes psychological well-being since this probably became a motivational aspect for this population that allowed them to acquire tools and resources that positively influenced their level of psychological well-being. Cabrera (2019) states that implementing programs aimed at improving individuals' well-being contributes to the promotion and prevention of physical and mental health.

Finally, it is important to mention the research by López et al., (2015), which focused on implementing a psychological well-being program in high school students. They obtained a significant influence of less than 0.05 in the *Wilcoxon test* ($p < 0.45$), supporting the results obtained in the present study and highlighting the positive impact on the well-being of the study population.

This event can be attributed to the constant support provided to participants in both studies and the opportunity for each person to adjust the program's development to their availability. This allowed participants to carry out activities with a greater degree of autonomy and intrinsic motivation in order to create a balance between two spheres: work or academic and personal (Herrero, 2015).

CONCLUSIONS

The study identified that the target population had a moderate level of well-being. These results suggest that while employees did not exhibit low levels of well-being, there is a need to increase this construct.

A cross-cultural adaptation of the base program “Florece” was carried out, which was entitled “La senda de la mente: florece, hacia el bienestar psicológico del trabajador.”

Upon completing the implementation of the program discussed in this study, participants significantly increased their level of psychological well-being, according to the Wilcoxon statistic ($p < 0.001$) between the pretest and posttest results. This allowed the researchers to initially reject the null hypothesis and accept the working hypothesis of this research, indicating that the program “La senda de la mente: florece, hacia el bienestar psicológico del trabajador” did influence the psychological well-being of the employees of the Universidad Mariana.

The implemented program had a more significant influence on the dimensions of personal growth ($p < 0.07$), mastery of the environment ($p < 0.07$), and purpose in life ($p < 0.01$), rising to high and very high levels compared to the initial results. Although their changes were not as significant, it was noted that the dimensions of autonomy, self-acceptance, and positive relationships also experienced changes. This suggests that, despite being part of an organizational context, participants can still engage in actions that foster independence.

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