HMIS
Health Management and Information Science

Original Article

Designing and Validating the Behavioral Reduction Model through the Conscious Mind of the Social Security Organization

Ommolbanin Hassanloofard¹, Hassan Amiri¹, Koroush Parsa Moein²

¹Department of Govermental Management, South Tehran Branch, Islamic Azad University, Tehran, Iran
²Department of Education, Roudehen Branch, Islamic Azad university, Roudehen, Iran

Abstract

Introduction: Nowadays, the reduction of behavioral emotions among employees of organizations is of great importance and extent. Moreover, the component of strengthening mindfulness is an important issue based on mental psychological responses in reducing the damage caused by behavioral emotions. The current research aimed to determine the components of an appropriate model to reduce behavioral emotions through the mindfulness of social security organization employees.

Methods: In order to achieve the goals of the research, firstly, the theoretical foundations and the background of the research related to the regulation of behavioral emotions through mindfulness were investigated, and the indicators of this type of evaluation were determined; consensus was reached using the fuzzy Delphi method and the opinion of experts. Then, to determine the factor loading of the indexes of each of the components, we used confirmatory factor analysis test in structural equations and Smart PLS software. Therefore, the current research with its method of mixed exploration can be considered as developmental research and an applied one in terms of its objective. In the qualitative part, the statistical population included 30 experts using a non-random and snowball method, and in the quantitative part, a sample of 200 managers and employees of the social security organization was included.

Results: According to the results based on the review of the literature and interviews conducted, 76 factors were identified based on the literature and interviews. Furthermore, 12 sub-indices for behavioral emotions were categorized in the form of components such as descriptive observation, mindful action, acceptance without judgment and non-reaction, as well as 12 sub-indices for the construct of mindfulness in the form of components such as anger, anxiety and stress, fear, and sadness.

Conclusion: Mindfulness-based interventions can help strengthen coping strategies to deal with this reality and maintain the employees' mental health and well-being.

Keywords: Behavioral emotions, Mindfulness, Stress, Employee performance, Social security organization

*Correspondence to:
Hassan Amiri,
Department of Govermental Management, South Tehran Branch, Islamic Azad University, Tehran, Iran
Tel: +98 9121593354
Email: h_amiri@azad.ac.ir

Introduction

Organization is a social phenomenon that has different dimensions, and human is at its center. Despite the ever-increasing penetration of technologies in the organization, their effectiveness today depends more than anything does on human resources and their mutual relationships (1). Human force is considered the most important capital of any organization, and maintaining talented employees is one of the major problems of human resource management in today's competitive era (2). The success of any organization depends on its human capital rather than physical resources (3). Information technology infrastructure should aim at improving the relationship between employees and the effectiveness of the current activities of the organization. The preparation and application of modern information technology alone cannot lead to effectiveness and efficiency in the organization (4).

In the atmosphere of today's organizations, it can be said that human resources are the most important competitive advantage for any organization or company. Therefore, managers should be aware of how to deal with this strategic factor and learn how to use this competitive advantage as effectively as possible (5). For a long time, mental health has had a special status in the organization and has been considered as one of the most important factors that determine the level of organizational productivity and the quality of work life of the employees (6). Productivity, as a philosophy and a perspective based on improvement strategy, constitutes the most important goal of the

organization, which can include the activities of all members of the society like a chain (7). In fact, the efficiency and productivity of any organization depends on the behavior and job performance of the human resources of that organization, and the employees working in the organizations are among the indicators for measuring the superiority of the organizations compared to each other. Many factors can affect the job performance of employees, including behavioral emotions such as nervous pressure, stress, anger, etc., which are considered the problems of the well-being and performance of human resources in today's organizations and organizational behavior by affecting the actions and thoughts and the formation of the behavior of employees (8).

Although in the past organizational behavior specialists thought that the actions and thoughts of a person were basically under the control of conscious reasoning (cognition) and caused behavioral emotions to be ignored, new research and especially the discoveries of the pioneers of neuroscience have revealed that perceptions, attitudes, decisions, and behaviors of employees are influenced by behavioral emotions. Therefore, regulation of behavioral emotions is one of the effective strategies for such challenges in organizational environments and effective management of human resources (9). Job stress is one of the problems that cause disruption in the cognitive-emotional regulation of employees (10).

In addition, it has been observed in the scientific literature that well-being is associated with emotion regulation (11-14). Emotion regulation can be considered as coping mechanism in managing negative pressures caused by work such as job stress, anger, sadness, etc. in work environments. Emotion regulation is defined as the conscious or unconscious process of initiating, maintaining, or modifying pleasant or unpleasant emotions, which occurs at both a conscious and automatic level (11); its purpose is to adjust the feelings and thoughts and express them in work environments in order to be socially compatible (15). Emotional regulation, as external and internal processes, is responsible for monitoring, evaluating, and correcting emotional reactions, especially the temporal and intensive characteristics in order to reach the individual's goal (16). Nevertheless, it is expected that mindfulness training will be effective in reducing negative behavioral emotions, occupational stress, and at the same time improving resilience and emotional regulation. In fact, emotion regulation is the mechanism that explains the benefits of mindfulness, and mindfulness has been considered an ally in the emotion regulation process (17).

Mindfulness is a valuable skill that, despite its roots in human behavior for thousands of years, has only drawn a lot of attention in recent years, can be defined as a moment-to-moment awareness of a person's internal and external conditions, the experience gained from purposeful attention and acceptance without judgment of the existing experiences (18). Fundamental mindfulness allows a person to maintain his/her emotional stability in the face of spontaneous thoughts that turn into depression and mental distress if they are emotionally charged, and not to pay too much attention to disturbing thoughts, but watch these thoughts pass through his/her mind (19). Mindfulness, by emphasizing the ability of the mind, helps a person to experience negative emotions and thoughts only as events that are passing through the mind's screen, instead of considering them as part of his/her being. In fact, mindfulness, through immediate awareness, focuses on the underlying stimuli of emotions and cognitions and exposes the non-obvious themes of life to awareness (20).

Clinical therapists and health researchers use mindfulness to treat psychiatric disorders and reduce psychological distress. While this trend is developing in other fields of study, many studies show that mindfulness training programs are also effective in improving job structures and organizational behaviors (21). For example, adaptive emotion regulation strategies are associated with reduced workload and may improve job performance, especially in service-oriented occupations where emotional work is high (22). Weinstein et al. (23) in their research showed that people with high mindfulness evaluated stress more, used less avoidance coping strategies, and reported problem-oriented coping. Moreover, adaptive stress responses and coping strategies were significantly modulated by the relationship between mindfulness and mental health. Hülsheger et al. (24) also found that mindfulness was associated with higher job satisfaction and lower emotional exhaustion among service workers, and these relationships were mediated by emotional regulation. There is also evidence of the benefits of mindfulness through emotion regulation for employees who have experienced injustice (25). Sadeghi et al. (14) observed that compassion-based mindfulness training and mindfulness-based cognitive therapy were effective in reducing ineffective attitudes, self-control, and improving people's mental health. Furthermore, in order to respond to the hostility and poor performance of subordinates, researchers have recommended that the managers should use emotion regulation strategies through mindfulness training (26). Even more recently Chen and Eyoun

(27) pointed out the effects of mindfulness and perceived organizational support at work in improving behavioral emotions such as job insecurity, fear, and emotional exhaustion during Covid-19 pandemic. According to Dortaj et al. (28), the results showed that mindfulness in educational situations caused positive changes in education and educational environments at an optimal level. Other studies (9, 17, 21, 29-33) have pointed to the benefits such as increasing the employee health; reducing the intensity of distress, emotional fatigue and the feeling of job burnout; accelerating emotional recovery; increasing the ability to engage in goal-oriented behavior; improving productivity and job performance by reducing job burnout; etc.

Considering research background, few empirical studies have been conducted in Iran on mindfulness training and its effect on behavioral emotion regulation in work environments. Although many studies have been conducted on the effects of mindfulness and behavioral emotions separately or in non-occupational environments (such as students or clinical samples), the empirical findings of such studies cannot be generalized to work environments. Moreover, some service jobs such as social security offices, due to the high volume of work and clients as well as the variety of requests, issues outside the organization such as worries and livelihood stress caused by inflation and high prices, especially with the corona virus pandemic and job insecurity, etc. would be more challenging with increasing need for more effort in using behavioral emotion regulation strategies to maintain or improve individual well-being in the workplace. As a result, it is necessary to design an efficient and related model to control and strengthen the employees' behavioral emotions based on mindfulness training among the employees of the social security department. By designing such models, employees of welfare organizations such as social security, with more efficient endurance and flexibility, can save physical and mental energy, which later becomes available in more effective management related to motivation and service delivery. In this way, it is assumed that mindfulness training for social security organization employees may have direct effects on their capacity for more efficient activities and reduction of job stress and behavioral emotions caused by it. Therefore, the aim of the present research was to find out the components of an appropriate model to reduce behavioral emotions through employees' mindfulness in service organizations.

Theoretical Literature

In order to have a healthy life, employees need to increase their ability to deal with tensions and have a high tolerance for negative behavioral emotions. Since job activities with great emphasis on work time and energy bring the physical, social and psychological reflections of employees to their peak, the investigation of behavioral emotions has attracted the attention of many researchers in the field of behavior. Some consider anxiety from a physiological and reactive biological-cognitive point of view, and some others have investigated the cognitive-mental components of anxiety, which are related to the emotional aspects of anxiety. What is agreed upon is the combined effects of negative behavioral emotions on behavioral and emotional aspects (such as stress, dissatisfaction) as well as physical reactions (fatigue and physical exhaustion) of people (9). Until now, several treatment methods such as drug therapy, individual psychotherapy, analytical therapy, cognitive behavioral therapy, etc. have been used to treat anxiety symptoms and improve the ability to regulate emotions. Reducing behavioral emotions is a strategy that people use to moderate their emotions when faced with these negative situations. Moreover, the new cognitive therapy approach based on mindfulness, such as Mindful Emotion Regulation (MER) model, shows that regulating behavioral emotions in the form of skills allows a person to consciously deal with the thoughts and feelings he/she wants to face and choose among them, instead of merely react uncontrollably and with anger or stress (8). Mindfulness can be defined as conscious awareness of the present time, which is associated with cognitive therapy, and considered a new promise in explaining the approach based on the presence of the mind (12). Mindfulness skills based on therapy can prevent the cycle of negative thoughts (14). These appropriate skills in emotion regulation are related to healthier relationships, better job performance, and physical health. There is evidence that people who cannot regulate their emotional responses to daily events experience more distress. According to Clark (2001), the effective reduction of behavioral emotions and emotion management include the followings; 1. Soothing and calming when upset, 2. Performing self-control exercises, 3. Managing anger, 4. Controlling events, 5. Expressing emotions at the right time and place, 6. Avoiding constant anxiety, anger and depression, 7. Managing failures and unavoidable life problems, 8. Preventing the effect of negative emotions on judgment and ability to solve problems, 9. Tolerating failure and sadness, and 10. Accepting and valuing oneself (34).

One of the complementary methods of controlling and reducing behavioral emotions, which employees

can use to increase their tolerance against disturbances caused by the pressures of behavioral emotions, is the skill of mindfulness. Interventions based on mindfulness are considered as one of the third generation cognitive-behavioral therapy methods. Mindfulness strengthens the ability to observe thoughts and feelings realistically. Increased moment-to-moment awareness cultivates the ability to observe thoughts and emotions as transient phenomena, thereby reducing the tendency to react automatically in habitual or harmful ways (35). Mindfulness variable can predict the nurses' occupational stress, and nurses with more mindfulness experience less stress (36). Based on the results of Soltanizadeh et al. (37), cognitive therapy based on mindfulness can be used to improve emotional regulation and increase the distress tolerance of firefighters.

The process model of emotion regulation states that emotions unfold over time, from the perception of a situational stimulus in the work environment to the initiation of a response. This model suggests two emotion regulation strategies, the timing of which is different: cognitive reappraisal and suppression. Suppression is a state such as ignoring or pretending it, and cognitive re-evaluation is to neutralize negative emotions or strengthen the positive aspects of emotions before the emotional reaction begins. Nakamura et al. (38), Reber et al. (39), and Garland et al. (40) showed that these two emotional regulation strategies could be used effectively through mindfulness, and mindfulness leads to self-awareness, which in turn results in reevaluation and reduction of using suppression strategies in work environments by employees. The result is to increase the fitness between the person and the work environment or to efforts to understand and manage stressful events of the job.

Attention, intention, and positive cultivated attitudes along with the practice of mindfulness help the emotional regulation process of employees since they cause a change in perspective and interpretation of reality, help to stabilize values, increase emotional and cognitive flexibility, and support openness to experiences (open-mindedness). The ability to control and regulate emotions is the central core of mindfulness exercises (14). Research on the neurobiological aspects involved in mindfulness practice has shown changes in the brain regions and neural mechanisms involved in emotional processing (amygdala and prefrontal cortex) and improvements in behavioral self-regulation (41-44).

Higher mindfulness is correlated with less impulsivity and greater ability to control emotions (14). In general, the results of various studies show that individuals with high mindfulness, problem-oriented coping styles, and high emotional intelligence have better mental health and have fewer psychological and physical symptoms related to mental health and its components (from a pathological point of view).

Materials and Methods
In terms of its nature, this study is an exploratory mixed research, and since its objective is to find an answer to the basic problem and challenge, it is classified as a result-oriented study. Because of its objective, this research is applied, i.e., it is looking for a practical goal. From another perspective, the purpose of an applied research is to find solutions to specific problems.

Results
Identifying the Factors of Reducing Behavioral Emotions Through Mindfulness

In the first step, screening and identifying the final indicators of the research were done. Based on research literature and conducted interviews, 76 factors (29 components of behavioral emotions and 47 components of mindfulness) were identified. In order to screen the indicators and identify the final indicators, we used the fuzzy Delphi. Further, to evaluate the reliability of the components, confirmatory factor analysis and structural equations were used through SmartPLS software.

Although experts use their mental competencies and abilities to make comparisons, it should be noted that the traditional process of quantifying the individuals' views could not fully reflect the human thinking style. In other words, the use of fuzzy sets is more compatible with linguistic and sometimes vague human explanations; therefore, it would be better to use fuzzy sets (using fuzzy numbers) to make long-term predictions and make decisions in the real world (45). In this study, triangular fuzzy numbers with a 9-degree fuzzy spectrum were used to fuzzify the experts' point of view.

The First Round of Fuzzy Delphi
In the first round of Delphi, the views of 30 experts (including 12 university professors and 18 experts and managers of the social security organization) were collected related to each indicator. In the next step, the opinion of the experts was gathered. Then, the values were de-fuzzified. The process of converting fuzzy numbers into real numbers is called defuzzification. Usually, summing the average of triangular and trapezoidal fuzzy numbers can be summed up by a cutoff value that is the best corresponding average (45).

The fuzzy average and the de-fuzzified output of the values related to the indicators were shown in Tables 1 and 2. A de-fuzzified value greater than 7 is acceptable, and any index with a score less than 7 is rejected (46).

It can be seen that 8 indicators obtained an average value of less than 7 and should have been removed, so 68 indicators were approved in the first round. The approved indicators were re-examined in the form of a 68-question questionnaire.

The Second Round of Delphi

The second round of fuzzy Delphi was conducted on a 68-question questionnaire. Again, the views of 30 people (university professors and social security organization experts) were collected about each indicator. The results are shown in Tables 3 and 4. A de-fuzzified value greater than 7 is acceptable, and any index with a score less than 7 is rejected (Wu and Fang, 2011).

It can be seen in Table 2 that 44 indicators obtained a de-fuzzification value less than 7 and should have been removed, so 24 indicators were approved in

the second round.

The Third Round of Delphi

The 24-question questionnaire was again provided to the participating team and all 24 indicators scored more than 7 in the de-fuzzification value. The indicators reached saturation and the questionnaire was not repeated so Delphi technique was stopped.

Confirmatory Factor Analysis

Confirmatory factor analysis and SmartPLS software were used to validate the components. The statistical population of the quantitative part included the managers and employees of the social security organization, which were about 420 people. Based on Cochran's sampling formula, 200 people were selected as the sample size and the questionnaire was distributed among them. In the evaluation of the measurement part of the model, while checking the standard and significance coefficient values, factor loadings were used to analyze the structure of the questionnaire and discover the constituent factors of each structure.

Table 1: Fuzzy average and fuzzy screening of indicators of behavioral emotions in the first round (research findings)

Number	Indicator	Fuzzy average	De-fuzzing	Result
1	Fear of not doing things right	(6, 7.93, 9)	7.78	Accepted
2	Fear of speaking out loud	(7, 8.46, 9)	8.31	Accepted
3	Inability to deal with imminent situations	(7, 8.46, 9)	8.31	Accepted
4	Breach of trust	(6, 8.27, 9)	8.02	Accepted
5	Being neglected	(5, 7.21, 9)	7.14	Accepted
6	Disturbing argument	(6, 8.11, 9)	7.90	Accepted
7	Dissatisfaction	(7, 8.12, 9)	8.08	Accepted
8	Intolerance of uncomfortable feelings	(7, 8.12, 9)	8.08	Accepted
9	Stress caused by lack of time management	(7, 8.29, 9)	8.19	Accepted
10	Lack of criticism	(7, 8.64, 9)	8.43	Accepted
11	Performance appraisal anxiety	(7, 8.46, 9)	8.31	Accepted
12	Feel guilty	(5, 7.88, 9)	7.59	Accepted
13	Failing an exam or joining a group	(5, 7.72, 9)	7.48	Accepted
14	Jealousy	(6, 7.75, 9)	7.67	Accepted
15	Lack of success at work	(6, 7.27, 9)	7.42	Accepted
16	Rumination	(7, 8.46, 9)	8.31	Accepted
17	Fear of dealing with unfamiliar people	(6, 7.94, 9)	7.79	Accepted
18	Shame	(6, 7.59, 9)	7.56	Accepted
19	Stress against external forces	(6, 7.94, 9)	7.79	Accepted
20	Failure to manage problems	(7, 8.29, 9)	8.19	Accepted
21	Feeling empty and unmotivated	(7, 8.29, 9)	8.19	Accepted
22	Reaction to poor evaluation	(5, 7.72, 9)	7.48	Accepted
23	Catastrophizing	(6, 7.61, 9)	7.57	Accepted
24	Lack of attention	(6, 7.61, 9)	7.57	Accepted
25	Hate to be in polluted environments	(5, 7.57, 9)	7.38	Accepted
26	Being in angry situations	(6, 8.27, 9)	8.02	Accepted
27	Self-criticism against weaknesses	(6, 7.94, 9)	7.79	Accepted
28	Aversion	(6, 8.27, 9)	8.02	Accepted
29	Failure of paying attention to the conditions	(7, 8.29, 9)	8.19	Accepted

Table 2: Fuzzy average and fuzzy screening of mindfulness indicators in the first round (research findings)

Number	Indicator	Fuzzy average	De-fuzzing	Result
1	Paying attention to feelings	(7, 8.82, 9)	7.78	Accepted
2	Observing the internal and external environment	(7, 8.82, 9)	8.31	Accepted
3	View thoughts and feelings realistically	(7, 8.64, 9)	8.31	Accepted
4	Mental discipline	(7, 8.64, 9)	8.02	Accepted
5	Special attention to work	(7, 8.64, 9)	7.14	Accepted
6	Moral provisions	(7, 8.46, 9)	7.90	Accepted
7	Not being attached and letting go	(7, 8.64, 9)	8.08	Accepted
8	Not judging one's own thoughts	(6, 7.94, 9)	8.08	Accepted
9	Presence of mind	(4, 6.6, 9)	8.19	Rejected
10	Not making judgments about how valuable experiences are	(6, 7.77, 9)	8.43	Accepted
11	Ability to describe internal and external experience	(5, 7.4, 9)	8.31	Accepted
12	Intellectual balance	(5, 7.72, 9)	7.59	Accepted
13	Truth seeking	(6, 8.11, 9)	7.48	Accepted
14	Not hurrying in work	(6, 8.11, 9)	7.67	Accepted
15	Lack of reaction in difficult situations	(6, 7.27, 9)	7.42	Accepted
16	Reflection on concepts of mind	(6, 8.11, 9)	8.31	Accepted
17	Acceptance of new information	(6, 8.11, 9)	7.79	Accepted
18	Being sure	(4, 7.33, 9)	7.56	Accepted
19	Being patient	(5, 7.4, 9)	7.79	Accepted
20	Having an open mind	(7, 8.29, 9)	8.19	Accepted
21	Increasing understanding of human vulnerability	(6, 7.94, 9)	8.19	Accepted
22	Affection tolerance	(5, 7.4, 9)	7.48	Accepted
23	Self-administration	(6, 8.11, 9)	7.57	Accepted
24	Cognitive change	(6, 7.93, 9)	7.57	Accepted
25	Observational learning	(6, 7.93, 9)	7.38	Accepted
26	Reflection on the body	(6, 7.94, 9)	8.02	Accepted
27	Awareness of the present	(6, 7.78, 9)	7.79	Accepted
28	Attention in a special way	(5, 7.21, 9)	8.02	Accepted
29	Creating a new classification	(6, 7.94, 9)	8.19	Accepted
30	Physical relaxation	(5, 6.54, 9)	6.85	Rejected
31	Mental well-being	(5, 6.86, 9)	6.95	Rejected
32	Centralism	(6, 7.42, 9)	7.47	Accepted
33	Empathy and feeling compassion	(6, 7.94, 9)	7.79	Accepted
34	Calming and mood control	(7, 8.12, 9)	8.08	Accepted
35	Meditation	(7, 8.12, 9)	8.08	Accepted
36	Concentration	(7, 8.29, 9)	8.19	Accepted
37	Growth of consciousness	(6, 7.94, 9)	7.79	Accepted
38	Lack of reaction to disturbing thoughts and images	(6, 7.93, 9)	7.78	Accepted
39	Physical perception	(4, 6.51, 9)	6.50	Rejected
40	Focused attention on the goal	(5, 7.37, 9)	7.25	Accepted
41	Lack of attachment	(5, 6.89, 9)	6.96	Rejected
42	Maintaining consciousness	(3, 6.58, 9)	6.39	Rejected
43	Understanding personal feelings	(1, 5.2, 9)	5.13	Rejected
44	Coping skills	(7, 8.12, 9)	8.08	Accepted
45	Accepting the facts of life	(4, 6.16, 9)	6.39	Rejected
46	Not being critic against inappropriate and irrational feelings	(7, 8.82, 9)	8.54	Accepted
47	Observing one's own feelings	(7, 8.62, 9)	8.41	Accepted

Table 3: Fuzzy average and fuzzy screening of mindfulness indicators in the second round (research findings)

Number	Indicator	Fuzzy average	De-fuzzing	Result
1	Paying attention to feelings	(7, 8.49, 9)	8.33	Accepted
2	Observing the internal and external environment	(7, 8.43, 9)	8.29	Accepted
3	View thoughts and feelings realistically	(7, 8.56, 9)	8.37	Accepted
4	Mental discipline	(1, 2.93, 9)	4.31	Rejected
5	Special attention to work	(7, 8.56, 9)	8.37	Accepted
6	Moral provisions	(1, 4.53, 9)	4.84	Rejected
7	Not being attached and letting go	(1, 5.89, 9)	5.59	Rejected
8	Not judging one's own thoughts	(7, 8.62, 9)	8.41	Accepted
9	Not making judgments about how valuable experiences are	(6, 8.67, 9)	8.28	Accepted
10	Ability to describe internal and external experience	(1, 1.71, 4)	2.24	Rejected
11	Intellectual balance	(1, 1.73, 4)	2.24	Rejected
12	Truth seeking	(1, 6.52, 9)	6.01	Rejected
13	Not hurrying in work	(6, 8.67, 9)	8.28	Accepted
14	Lack of reaction in difficult situations	(1, 8.07, 9)	7.05	Accepted
15	Reflection on concepts of mind	(1, 2.21, 9)	4.07	Rejected
16	Acceptance of new information	(1, 1.99, 4)	2.23	Rejected
17	Being sure	(1, 2.03, 4)	2.34	Rejected
18	Being patient	(1, 2.41, 9)	4.14	Rejected
19	Having an open mind	(1, 7.34, 9)	6.56	Rejected
20	Increasing understanding of human vulnerability	(1, 1.75, 4)	2.25	Rejected
21	Affection tolerance	(1, 1.86, 4)	2.29	Rejected
22	Self-administration	(1, 2.03, 4)	2.34	Rejected
23	Cognitive change	(1, 2.12, 4)	2.37	Rejected
24	Observational learning	(1, 2.05, 4)	2.35	Rejected
25	Reflection on the body	(1, 3.31, 9)	4.44	Rejected
26	Awareness of the present	(1, 2.16, 5)	2.72	Rejected
27	Attention in a special way	(1, 2.05, 9)	4.02	Rejected
28	Creating a new classification	(1, 2.49, 9)	4.16	Rejected
29	Centralism	(1, 3.26, 9)	4.42	Rejected
30	Empathy and feeling compassion	(1, 2.62, 9)	4.21	Rejected
31	Calming and mood control	(1, 2.55, 9)	4.18	Rejected
32	Meditation	(1, 2.18, 4)	2.39	Rejected
33	Concentration	(7, 8.68, 9)	8.45	Accepted
34	Growth of consciousness	(1, 2.27, 9)	4.09	Accepted
35	Lack of reaction to disturbing thoughts and images	(7, 8.68, 9)	8.45	Accepted
36	Focused attention on the goal	(1, 2.24, 5)	2.75	Rejected
37	Coping skills	(1, 2.33, 9)	4.11	Rejected
38	Not being critic against inappropriate and irrational feelings	(7, 8.62, 9)	8.41	Accepted
39	Observing one's own feelings	(6, 8.67, 9)	8.28	Accepted

Table 4: Fuzzy average and fuzzy screening of indicators of behavioral emotions in the third round (research findings)

| Number	Indicator	Fuzzy average	De-fuzzing	Result
1	Fear of not doing things right	(7, 8.12, 9)	8.08	Accepted
2	Fear of speaking out loud	(2, 7.89, 9)	7.09	Accepted
3	Fear of dealing with unfamiliar people	(6, 8.67, 9)	8.28	Accepted
4	Reaction to poor evaluation	(1, 8.12, 9)	8.08	Accepted
5	Lack of criticism	(7, 7.89, 9)	7.09	Accepted
6	Intolerance of uncomfortable feelings	(7, 8.56, 9)	8.37	Accepted
7	Stress caused by lack of time management	(7, 8.43, 9)	8.29	Accepted
8	Stress against external forces	(7, 8.62, 9)	8.41	Accepted
9	Performance appraisal anxiety	(7, 8.49, 9)	8.33	Accepted
10	Feeling empty and unmotivated	(6, 7.93, 9)	8.45	Accepted
11	Self-criticism against weaknesses	(1, 1.86, 4)	7.78	Accepted
12	Dissatisfaction	(7, 8.82, 9)	8.54	Accepted
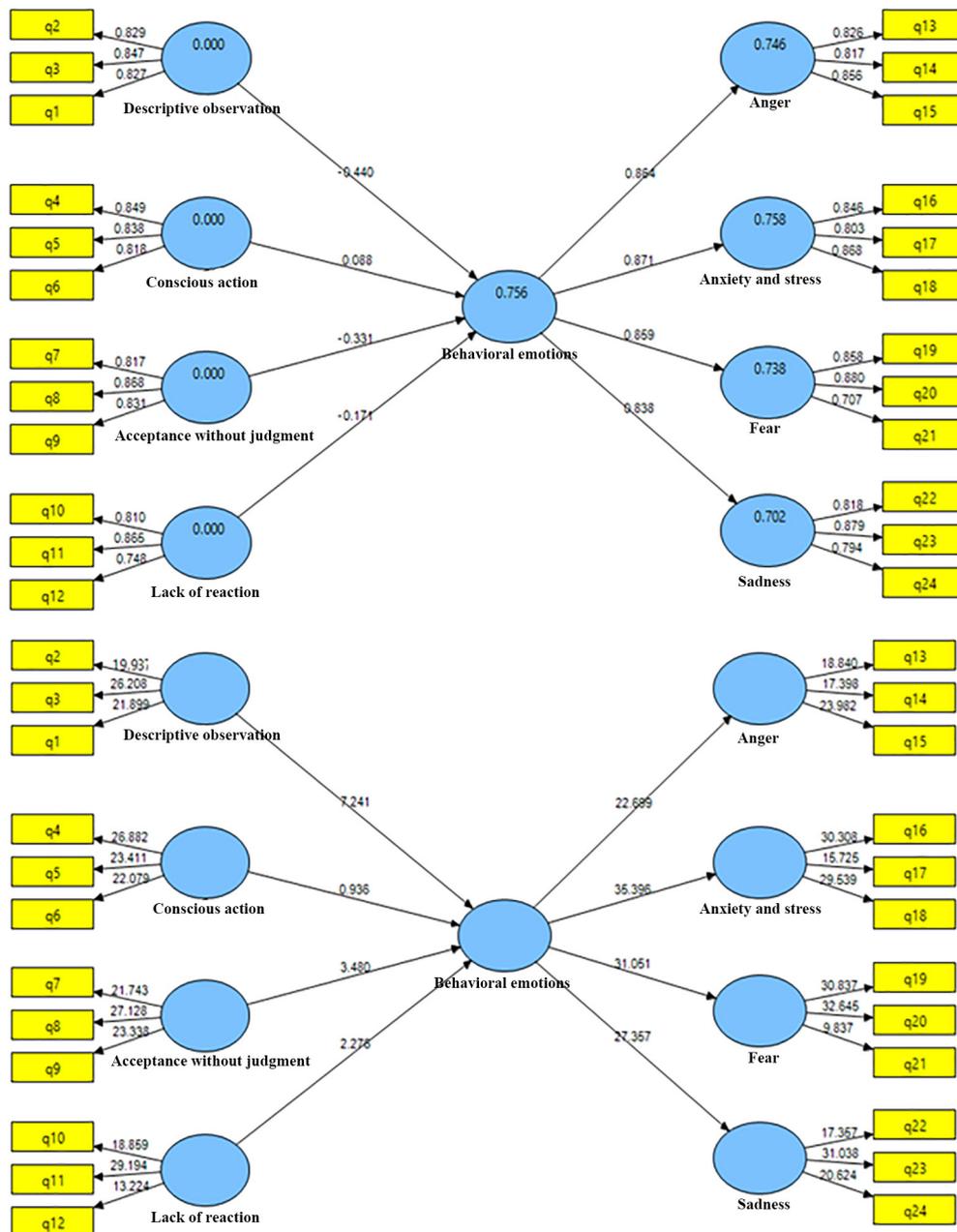
Figure 1: Structural equation model in the estimation mode of path and significance coefficients

The results of the factor loadings of the research variables are summarized in the forms shown in Figure 1. As shown, all values of factor loadings exceeded 0.6. Furthermore, the calculated values of t for each of the factor loadings of each indicator with its construct or hidden variable were above 1.96; therefore, all the components played a significant role in measuring their constructs.

Discussion

Nowadays, the reduction of behavioral emotions among employees of organizations has a high importance and extent. Moreover, the component of strengthening mindfulness is an important issue

based on mental-psychological responses in reducing the damage caused by behavioral emotions. Many researches show that mindfulness exercises are effective in preventing and treating burnout, stress, and other behavioral emotions. The importance and necessity of mindfulness group counseling training is to pay attention to the real needs of people in an organization. Mindfulness-based interventions can help strengthen coping strategies to deal with this reality and maintain the employees' mental health and well-being. Therefore, since none of the researches conducted in the field of mental awareness and behavioral emotions caused by job stress, as a set of behaviors, the resulting reactions

have not been addressed in the field of employees of support organizations such as the Social Security Organization. For this reason, in the present research, the components of reducing behavioral emotions through employees' mindfulness were studied in the form of a conceptual model.

For this purpose, in the first step, the final components of the research were screened and identified. Based on research literature and conducted interviews, 29 factors were identified. Finally, the final 12 criteria from the fuzzy Delphi approach were confirmed. These included fear of not doing things right, speaking out loud, dissatisfaction, dealing with unfamiliar people, reaction to poor evaluation, lack of criticism, intolerance of uncomfortable feelings, stress due to lack of time management, anxiety before performance evaluation, sense of emptiness and lack of motivation, self-criticism for weaknesses, and stress against external forces. In the case of mindfulness, out of 47 identified factors, 12 final criteria from the fuzzy Delphi approach were confirmed. They were included as paying attention to feelings, observing the internal and external environment, observing thoughts and feelings realistically, focusing, paying special attention to work, not hurrying in work, not criticizing inappropriate and irrational feelings, not judging one's own thoughts, not making judgments about how valuable experiences are, not having a reaction in difficult situations, disturbing thoughts and images and observation of own feelings. These final sub-indices in explaining the effects of cognitive therapy based on mindfulness on reducing behavioral emotions should be used to the mechanism of action of this treatment in terms of how individual deals with fears, anger, anxiety, and stress.

Nowadays, the reduction of behavioral emotions among the employees of organizations has a high importance and extent. On the other hand, the component of strengthening mental-awareness is an important issue based on mental-psychological responses in reducing the damage caused by behavioral emotions. Many researches have shown that mindfulness exercises are effective in preventing burnout, stress and other behavioral emotions as well as in their treatment. The importance and necessity of group counseling training is to be aware of everyone and pay attention to the real needs of the people of an organization. Mindfulness can help people to face issues and problems more effectively. This type of intervention in relation to people can be provided through mindfulness group counseling training. Therefore, Given the prominent role of mind-awareness training in interpersonal relationships

and improving job quality, which is worthy of attention and very important for people, mindfulness training based on reducing occupational stress and the resulting behavioral emotions is known as a stress and anxiety reduction and relaxation training program (45).

In general, most of the researchers in the field of organizational behavior and human resources management have become interested in learning mindfulness techniques and their application in the problems caused by people's job issues and stress. Therefore, knowing the effects of this type of interventions, especially training to reduce stress and behavioral emotions based on mindfulness in the relationships between employees and clients, and even the environment outside the organization, especially the family environment, and the psychological symptoms of the employees of organizations for mental health professionals are essential. According to researchers in the field of work psychology, when behavioral emotions increase at work, not only do physical disorders occur, but also psycho-physical reactions are revealed as a response to occupational stress, and social functions are also impaired. According to the research conducted by Milani and Asgari in 1990, there was a significant relationship between mindfulness training and stress and anxiety, indicating that mindfulness-based intervention training reduces anxiety and stress. The group was tested. The research shows that destructive (restrictive) stress has a negative and direct effect on the employees' job performance, and constructive (challenging) stress also has a direct and positive effect on the employees' job satisfaction; also, employees' job satisfaction has a positive and direct effect on job performance. They have also confirmed the mediating effect of job belongingness between challenging structural stress and employees' job performance (37).

In general, it can be said that unsatisfied, unmotivated, and sick employees show many problems in the job fields and leave destructive effects on the productivity of the organization. They always have irresponsible work behavior and destroy the work performance of other employees. Human resource management officials and staff psychologists have realized this situation and are looking for ways to reduce behavioral stress and emotions in job by implementing psychological science applications and creating more efficiency in the management of occupational stress.

Since mindfulness makes a person manage his emotions and mood, it helps him/her to acquire a

healthy method and strategy against environmental stressors (45). Therefore, since none of the studies conducted in the field of mental awareness and behavioral emotions caused by job stress has focused on the meaningful relationships of these variables as a set of behaviors and the resulting reactions in the field of employees of the organization, supporters, including the social security organization, have not been discussed; therefore, in this research, mindfulness and its effect on reducing the behavioral emotions caused by it was studied.

Conclusion

Mindfulness cognitive techniques including descriptive observation in attention to external and internal stimuli such as feelings, cognitions, emotions, sounds, etc.; conscious action combined with vigilance at every moment; non-judgmental and impartial acceptance of the experience that is happening; lack of reacting; not getting stuck; and letting inner thoughts and feelings come and go might reduce negative emotions, anxiety, and stress in employees.

According to the results of the variables, suggestions in three areas of reducing behavioral emotions and increasing mindfulness and organizational actions are presented as follows:

In the field of reducing behavioral emotions, it is suggested that practical training should be provided for employees to control anger, so that when employees take effective measures to improve their job performance while they are ignored by superiors or poorly evaluated, they could be patient instead of getting angry. Moreover, in the context of reducing stress, it is suggested that the criteria of employees' performance should be determined in a rational way and their performance should be evaluated in a correct and methodical manner and they accept that the source of some stress is an external and uncontrollable factor. In the field of mindfulness, given the high level of job stress, which is one of the effective factors of behavioral emotions and the nature of the work environment of the social security organization (such as the high volume of work and clients and the variety of requests, etc.), the employees' behavioral emotions can be reduced by providing a calm environment. Furthermore, the good performance of the employees and the reward and motivational aspects should be considered. In addition, while the employees books and educational materials should be provided with, courses on increasing mindfulness, stress management, anger control, and emotional intelligence should be held for them.

Recommendations

According to the results obtained from the variables, recommendations regarding three areas of reducing behavioral emotions and increasing mindfulness and actions of the organization are presented as follows:

Reducing behavioral emotions:

Anger:

- It is recommended that you should be patient instead of getting angry when you do good work and are ignored or poorly evaluated by your superiors.

- It is recommended that you should not freak out when you are criticized in front of others and bear the uncomfortable feelings.

Anxiety and stress:

- To reduce stress, employees can use time management strategies and manage their activities in terms of time. In this regard, it is recommended that the Social Security Organization should organize training courses related to time management for employees.

- In the context of reducing stress, it is recommended that the standard of employees' performance should be determined in a logical manner and evaluated in a correct and methodical manner and accept that the source of some stress is external and uncontrollable.

Fear:

- Don't be afraid to speak up, don't miss opportunities, and don't be afraid to do things the way you can.

- Do not feel helpless and dumb when dealing with unfamiliar people and negotiate with them with full confidence.

Sorrow:

- It is recommended that you should not underestimate your small works and never blame yourself for your weaknesses and mistakes and always feel satisfied with yourself.

Second, in the field of mindfulness:

Descriptive view:

- It is recommended that you should pay attention to the surrounding sounds and listen carefully, such as the sound of birds, the ticking of the clock, the passing of cars, or the blowing of the wind.

- Pay attention to your emotions and feelings and identify the factors that trigger them and strengthen good feelings.

Conscious action:

- It is recommended that you should not rush things and focus on current events and not be easily distracted.

Acceptance without judgment:

- It is recommended that you should not criticize

yourself for having inappropriate or irrational feelings and do not sit in judgment about the good or bad feelings of your thoughts and appreciate your valuable experiences.

Lack of reaction:

- It is recommended that you should not react quickly in difficult situations and have self-control and watch your emotions.

Recommendations for the organization:

By knowing the dimensions and components of behavioral emotions, organizations should have a better understanding of the importance and management of these behavioral emotions.

- According to the research results, by knowing the components of mindfulness, employees can take steps to reduce behavioral emotions and manage them.

Given that the high level of occupational stress is one of the effective factors of behavioral emotions in the work environment in the social security organization, it is possible to reduce the level of behavioral emotions by providing a calm and stress-free environment for employees.

- The good performance of employees is taken into consideration and reward and motivational aspects are also considered for employees.

- It is recommended that you should hold courses on increasing mindfulness for employees or to provide them with educational books and materials.

- It is recommended that you should hold courses on stress management, anger control, and emotional intelligence for employees.

Research Limitations

In this research, like any other research, there were limitations that affected the quantity and quality of data. The main limitations of this research were:

1- Limiting the territory of the statistical community to the social security organization of Tehran province

2- Using the research approach mixed with fuzzy Delphi logic

3- Examining the effect of variable components of mindfulness on reducing behavioral emotions

Author's Contributions

All authors participated in (a) conception and design, or analysis and interpretation of the data; (b) drafting the article or revising it critically for important intellectual content; and (c) approval of the final version.

Funding

Ethics Approval and Consent to Participate

The participants were fully informed about the evaluation being conducted. With the ethical aspect of the study in mind, ample time was given to the respondents to express their true feelings about the research questions. Consent from the respondents was taken, and appropriate permission was also obtained to use their given data. Confidentiality of the responses was maintained strictly to ensure the privacy of their data.

Consent for Publication: Not applicable.

Competing Interests and Authorship Confirmation

The article we have submitted to the journal for review is original, has been written by the stated authors, and has not been published elsewhere. This manuscript has not been submitted to, nor is it under review at another journal or other publishing venue. The authors acknowledge that they have no affiliations with or involvement in any organization or entity with any financial interest, or nonfinancial interest in the subject matter or materials discussed in this manuscript.

Conflict of Interest: None declared.

References

1. Poursafar M. Typology of Toxic Employees in Governmental Organizations. *Strategic Management Thought*. 2020;14(2):493-552.

2. Ehsani R, Shojaei S, Samiei R, Zargar SM. Designing the Model of the Factors Affecting the Maintenance of Human Capital Based on the Employer Brand Using Interpretive Structural Modeling: The Case Study of Alborz Insurance Company. *Organizational Culture Management*. 2021;19(3):551-75.

3. aqi Nasr Abadi A, Behzad Nia M. The Relationship Between Strategic Human Resource Management and Job Performance: The Mediating Role of Moral Atmosphere. *Organizational Culture Management*. 2020;18(4):751-74. doi: 10.22059/jomc.2020.301739.1008032.

4. Salavatian S, Mousavian SM, IRANDOUST M. Proposing a Knowledge Management Model for IRIB Organization. *Strategic Management Thought (Management Thought)*. 2017;11(2):149-84.

5. Paşaoğlu D. Analysis of the relationship between human resources management practices and organizational commitment from a strategic perspective: Findings from the banking industry.

Procedia-Social and Behavioral Sciences. 2015;207:315-24. doi: 10.1016/j.sbspro.2015.10.101.

6. Shahsavandi P, Moosavi Z. Predicting the mental health of the staff of an industrial complex based on perceived organizational support, workaholism, and organizational citizenship behavior. *Occupational Hygiene and Health Promotion Journal.* 2021;5(3):234-42. doi: 10.18502/ohhp.v5i3.7785.

7. Joodaki M, Hassanpour HA. Analysis and evaluation of effective indicators on promotion and improvement of manpower productivity (Case study: National Iranian Standards Organization). *Journal of Decision Engineering.* 2021;3(10):154-84.

8. Molina A, O'Shea D. Mindful emotion regulation, savouring and proactive behaviour: The role of supervisor justice. *Applied psychology.* 2020;69(1):148-75. doi: 10.1111/apps.12206.

9. Li X, Chen X-P, Chen L, Jin J, Huang J, Jiang Y, editors. How Do Mindfulness Practices Improve Employee Emotion Regulation and Job Performance? Academy of Management Proceedings; 2018: Academy of Management Briarcliff Manor, NY 10510. doi: 10.5465/AMBPP.2018.11656abstract.

10. Amiri F, Arabsorkhi Mishabi M, Hannani S, Azadi NA. The Effect of Mobile-Based Training on Coping Strategies with Job Stress on the Emotional Cognitive Regulation of Operating Room Staff. *Journal of Military Medicine.* 2021;23(5):387-94. doi: 10.30491/jmm.23.5.387.

11. Santana VS, Gondim SMG. Regulação emocional, bem-estar psicológico e bem-estar subjetivo. *Estudos de Psicologia (Natal).* 2016;21:58-68. doi: 10.5935/1678-4669.20160007.

12. Mohebi M, Zargham Hajebi M, Monirpour N. The effectiveness of mindfulness-focused group therapy on students' academic achievement excitement (Alexithymia) and the moderating role of trait and characteristics of elementary school students in Ilam City. *Journal of Basic Research in Medical Sciences.* 2021;8(2):1-3.

13. Kashefi Neyshaburi J, Eftekhar Saadi Z, Pasha R, Heydari A, Makvandi B. Comparing the effectiveness of mindfulness-based cognitive therapy training with emotion regulation training on reducing sensation seeking and self-harm in addiction-prone adolescents living in quasi-family centers, *New Psychological Research.* 2021;16(61):111-26. Persian.

14. Sadeghi E, Sajjadian I, Nadi MA. Comparison of the Effectiveness of Mindfulness Based Compassion and Mindfulness-Based Cognitive Therapy on Students' Dysfunctional Attitude, Self-control, and Mental Health. *Positive Psychology Research.* 2020;6(1):31-48. doi: 10.22108/ppls.2020.120851.1861.

15. Gross JJ. The extended process model of emotion regulation: Elaborations, applications, and future directions. *Psychological Inquiry.* 2015;26(1):130-7. doi: 10.1080/1047840X.2015.989751.

16. Rezazadeh A, Talebi N. Relationship Between Emotion Regulation and Health-Related Level of Physical Fitness in Tehran Firefighters. *Clinical Psychology and Personality.* 2022;19(2):17-24.

17. MacDonald HZ, Baxter EE. Mediators of the relationship between dispositional mindfulness and psychological well-being in female college students. *Mindfulness.* 2017;8(2):398-407. doi: 10.1007/s12671-016-0611-z.

18. Park HJ, Dhandra TK. Relation between dispositional mindfulness and impulsive buying tendency: Role of trait emotional intelligence. *Personality and Individual Differences.* 2017;105:208-12. doi: 10.1016/j.paid.2016.09.061.

19. Gorgi S, Aghaei A, Golparvar M. Develop a training package of Coping with Job Stress and Comparing the Effect of this Model and Mindfulness-Based Cognitive Therapy on Anxiety and Depression in Tam Kar's employees. *Knowledge and Research in Applied Psychology.* 2021;22(1):103-20.

20. Mohammadi A, Roshan Chasli R. Structural relationships of social anxiety symptoms with perfectionism in students: The mediating role of mindfulness. *Clinical Psychology and Personality.* 2021;19(1):109-19.

21. Movassagh MT, Arshadi N, Bassaknejad S, Beshlideh K. The effect of mindfulness in motion-based trainings on resiliency, emotion regulation, and job stress. *Journal of Occupational Health and Epidemiology.* 2019;8(1):49-55. doi: 10.29252/johe.8.1.49.

22. Côté S, Moon S, Miners CT. 17 Emotion regulation in the workplace. *Research companion to emotion in organizations.* 2008:284.

23. Weinstein N, Brown KW, Ryan RM. A multi-method examination of the effects of mindfulness on stress attribution, coping, and emotional well-being. *Journal of research in personality.* 2009;43(3):374-85. doi: 10.1016/j.jrp.2008.12.008.

24. Hulsheger UR, Alberts HJ, Feinholdt A, Lang JW. Benefits of mindfulness at work: the role of mindfulness in emotion regulation, emotional exhaustion, and job satisfaction. *J Appl Psychol.*

2013;98(2):310-25. doi: 10.1037/a0031313.

25. Long EC, Christian MS. Mindfulness buffers retaliatory responses to injustice: A regulatory approach. *J Appl Psychol.* 2015;100(5):1409-22. doi: 10.1037/apl0000019.

26. Liang LH, Brown DJ, Ferris DL, Hanig S, Lian H, Keeping LM. The dimensions and mechanisms of mindfulness in regulating aggressive behaviors. *J Appl Psychol.* 2018;103(3):281-99. doi: 10.1037/apl0000283.

27. Chen H, Eyoun K. Do mindfulness and perceived organizational support work? Fear of COVID-19 on restaurant frontline employees' job insecurity and emotional exhaustion. *Int J Hosp Manag.* 2021;94:102850. doi: 10.1016/j.ijhm.2020.102850.

28. Dortaj A, Towhidi A, Tajrobehkar M. The Effectiveness of the Mindfulness-Based Stress Reduction Training on Academic Hope, Academic Hardiness, Academic Adjustment, and Mindfulness. *Positive Psychology Research.* 2020;6(3):69-90.

29. Santos Alves Peixoto L, Guedes Gondim SM, Pereira CR. Emotion Regulation, Stress, and Well-Being in Academic Education: Analyzing the Effect of Mindfulness-Based Intervention. *Trends in Psychology.* 2022;30(1):33-57. doi: 10.1007/s43076-021-00092-0.

30. Mandal SP, Arya YK, Pandey R. Mindfulness, Emotion Regulation, and Subjective Well-Being: Exploring the Link. *SIS Journal of Projective Psychology & Mental Health.* 2017;24(1).

31. Bullis JR, Boe HJ, Asnaani A, Hofmann SG. The benefits of being mindful: trait mindfulness predicts less stress reactivity to suppression. *J Behav Ther Exp Psychiatry.* 2014;45(1):57-66. doi: 10.1016/j.jbtep.2013.07.006.

32. Taheri E. The effectiveness of cognitive therapy based on mindfulness on anxiety sensitivity and emotion regulation. *Research in Clinical Psychology and Counseling.* 2018;7(2):105-22.

33. Roemer L, Williston SK, Rollins LG. Mindfulness and emotion regulation. *Current Opinion in Psychology.* 2015;3:52-7. doi: 10.1016/j.copsyc.2015.02.006.

34. Shepherd L, Wild J. Emotion regulation, physiological arousal and PTSD symptoms in trauma-exposed individuals. *J Behav Ther Exp Psychiatry.* 2014;45(3):360-7. doi: 10.1016/j.jbtep.2014.03.002.

35. Teasdale JD, Segal ZV. The mindful way through depression: Freeing yourself from chronic unhappiness. New York: Guilford Press; 2007.

36. Badeleh Shamooshaki MT, salehi yansari z, bagherzade s. The relationship between Mindfulness and job stress in nurses. *Occupational Medicine Quarterly Journal.* 2021;13(1):53-61. doi: 10.18502/tkj.v13i1.6578.

37. Soltanizadeh M, Kazemi H, Darabi N, Ghodratipour S. The Effectiveness of Mindfulness-Based Cognitive Therapy (MBCT) on Emotion Regulation and Distress Tolerance among Firefighters in Isfahan. *Journal of Applied Psychological Research.* 2021;12(2):83-100.

38. Nakamura H, Tawatsuji Y, Fang S, Matsui T. Explanation of emotion regulation mechanism of mindfulness using a brain function model. *Neural Netw.* 2021;138:198-214. doi: 10.1016/j.neunet.2021.01.029.

39. Reber CA, Boden MT, Mitragotri N, Alvarez J, Gross JJ, Bonn-Miller MO. A prospective investigation of mindfulness skills and changes in emotion regulation among military veterans in posttraumatic stress disorder treatment. *Mindfulness.* 2013;4(4):311-7. doi: 10.1007/s12671-012-0131-4.

40. Garland EL, Gaylord SA, Fredrickson BL. Positive reappraisal mediates the stress-reductive effects of mindfulness: An upward spiral process. *Mindfulness.* 2011;2(1):59-67. doi: 10.1007/s12671-011-0043-8.

41. Kral TRA, Schuyler BS, Mumford JA, Rosenkranz MA, Lutz A, Davidson RJ. Impact of short- and long-term mindfulness meditation training on amygdala reactivity to emotional stimuli. *Neuroimage.* 2018;181:301-13. doi: 10.1016/j.neuroimage.2018.07.013.

42. Xiao Q, Zhao X, Bi G, Wu L, Zhang H, Liu R, et al. Alterations of Regional Homogeneity and Functional Connectivity Following Short-Term Mindfulness Meditation in Healthy Volunteers. *Front Hum Neurosci.* 2019;13:376. doi: 10.3389/fnhum.2019.00376.

43. Zhang W, Ouyang Y, Tang F, Chen J, Li H. Breath-focused mindfulness alters early and late components during emotion regulation. *Brain Cogn.* 2019;135:103585. doi: 10.1016/j.bandc.2019.103585.

44. Doll A, Holzel BK, Mulej Bratec S, Boucard CC, Xie X, Wohlschlager AM, et al. Mindful attention to breath regulates emotions via increased amygdala-prefrontal cortex connectivity. *Neuroimage.* 2016;134:305-13. doi: 10.1016/j.neuroimage.2016.03.041.

45. Bui TD, Tsai FM, Tseng M-L, Ali MH. Identifying sustainable solid waste management barriers in practice using the fuzzy Delphi method. *Resources,*

conservation and recycling. 2020;154:104625. doi: 10.1016/j.resconrec.2019.104625.

46. Wu C-H, Fang W-C. Combining the Fuzzy Analytic Hierarchy Process and the fuzzy Delphi method for developing critical competences of electronic commerce professional managers. *Quality & Quantity.* 2011;45(4):751-68. doi: 10.1007/s11135-010-9425-6.