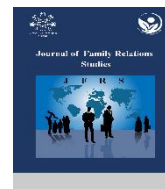




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Research Paper

Causal Modeling of Psychological Well-being Based on Psychosocial Development and Temperament and Character Patters Mediated by Belief System In Female Adolescents



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Psychological well-being, psychosocial development, temperament and character patterns, Belief system, Female Adolescents.

ABSTRACT

Objective: This study was conducted on the causal modeling of psychological well-being based on psychosocial development, and temperament and character patterns mediated by belief system in female adolescents.

Methods: The present study was a correlational research with structural equation modeling. The statistical population of this study consisted of all female students (12-18 years old) in year 2021-2022 in Urmia city. Data were collected through Ryff's PWB scale, Hawley's psychosocial development questionnaire, Cloninger's Temperament and Character Inventory (TCI), and Holland's system of belief inventory. To analyze data, PLS software was used.

Results: The results confirmed the positive effect of temperament and character patterns on psychological well-being. In addition, it was confirmed that the relationship between psychological well-being and temperament and character patterns was mediated by belief system while such mediatory role was not confirmed in the relationship between psychosocial development and psychological well-being.

Conclusion: According to the results, psychosocial development, temperament and character patterns, and belief system play a role in the psychological well-being of female adolescents.

1. Introduction

Adolescence is one of the most active and exciting times in the family life cycle. Because it includes many crisis and changes that appear in various ways in different families (Gladding, 2002). In the passing from childhood to adulthood, adolescent girls except various biological, psychological and social changes, face cultural expectations and values related to their gender (Driscoll, 2013). Therefore, the study of psychological problems and the process of psychological development of teenage girls can lead

them to a better life and create a better and more positive life. Positive psychology is one of the powerful fields of thought. The positive psychology approach does not focus exclusively on the positive so that it ignores the negative points. In fact, both are important. Although it focuses on developing positive abilities and talents rather than improving deficiencies (Donaldson, Dollwet, Rusk & Waters, 2015; quoted from Entezari, 2016).

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Psychological well-being is a satisfactory state of happiness, health, and success that refers to efficient psychological experience and functioning (Turashvili & Turashvili, 2015). Ryff as a most well-known characters believes psychological well-being as a dynamic concept includes mental, social, psychological dimensions and health-related behaviors (Ryff, 1989). Self-acceptance, autonomy, mastery of the environment, independence, purposefulness and effective relationships with others are some of dimensions of psychological well-being. In the other hand Psychological well-being is a multidimensional concept that develops through the combination of emotional regulation, personality traits, identity, and life experience (Voci, Veneziani, & Fuochi, 2019).

In order to better understand people's health, psychological well-being as an important and broad concept includes the mental imagination of happiness and components of physical and mental health. While earlier the effort was aimed at presenting a universal concept of psychological well-being, now the focus is on the relational approach of subjective experience of psychological well-being. A relational approach means that psychological well-being is socially and culturally created and rooted in specific times and places (Atkinson, Fuller & Painter, 2012; Walker, Butler & Adger, 2017). Psychosocial development is one of the structures related to psychological well-being, which can directly or indirectly affect the growth process.

Psychosocial development is defined as the consequence of the interaction between developmental needs, individual abilities, and social expectations, which depends on factors such as internal abilities, emotional experiences, parental characteristics, culture, and life opportunities (Huang, Wnge & Warner, 2010; quoted from Jamali & Seyf, 2010). As the point of Erikson (1983), the formation of personality is during developmental stages, and each stage is associated with some kind of conflict and duality (McLeod, 2013). On the other hand, it can be said that various factors including hereditary and environmental factors have effective roles in the formation of personality and the appearance of people's behaviors.

Temperament is the hereditary basis of emotions and learnings that is formed through emotional and automatic behaviors and can be seen as habits in early years of person's life; also it remains almost stable throughout life (Zohar, et al., 2019). also it remains almost constant throughout life. The dimensions of temperament are involved in automatic emotional reactions such as anger, fear and attachment, related automatic behavioral reactions such as activation, inhibition and continuation of behavior and in response

to specific and special environmental stimuli such as novelty, risk and reward. Character includes logical perceptions about self, others and the world that refers to interpersonal functions and personal differences in relationships that develop as a result of non-linear interactions between temperament, family environment and individual experiences

(Cloninger, 2008; Cloninger & Svrakic, 1994). It is very important to pay attention to psychological components in studding of various aspects of personality. One of the most important psychological aspects about each person is his beliefs system, which are usually formed under the influence of culture, heritage, religion and society (Potari & Georgiadou, 2009).

Individual beliefs system is the base of thought and as a result individual-social actions (Shamlou, 2001). In this system, factors such as courage, strength, desire, wealth acquisition, spirituality and success strengthen the elements related to it so that create a person's personality type in the future, as well as personal beliefs are effectiveness in the way of relationships and improving psychological quality (Delphin Emilie et al, 2021; quoted from Erfani Beyzaie & Rahimi, 1394). Beliefs are ideological belief systems or a set of principles that help individual to interpret the reality of his/her life. Individuals define their personal sense of reality through belief systems. Every human has a belief system that uses this mechanism to know the world around one's better (Soltani & Hoseini, 2015). According the results of researches, beliefs system is related to psychological well-being generally (Van Hoffen, Rijnhart, Norder, Labuschagne, 2021; Toll et al, 2020; Lin, Wolke, Schneider & Margraf, 2020). Results of studies showed the effectiveness of positive psychology on optimism of cancer patients (Ameri, Asghari, Heydari & Bakhtiar pour, 2021). Capaldi, Varin and Dopko (2021) found that there are relations among some socio-demographic, socio-psychological factors with substance use in Canadian youths and these factors effect on psychological well-being of them. The unified trans-diagnostic treatment has significant effectiveness on psychological well-being and flexibility on the employees with burnout (Shirani, Raiesi, Mehrabi & Dehghan, 2018). The results of the research by Rahmatinejad, Mohammadi and Shahi Sadrabadi (2019) showed that there was a significant difference in the personality dimensions of temperament and character of patients with borderline personality and type II bipolar disorders with the normal group. Considering the role of positive psychology in promoting happiness and reducing the disturbances of adolescence, especially in girls, as well

as the changes and effects caused by the psychosocial development of adolescence in a person's personality, it is important to examine the relationship between psychological components in improving psychological well-being. One of the important dimensions of a person's personality is his beliefs system as the foundation of the way and content of thinking. Also, temperament and character together make one of the important dimensions of personality and life style, making decisions, judging and reacting to the environment. Reviewing what has been mentioned, the question of this research is that how will be the causal modeling of psychological well-being based on psychosocial development and patterns of temperament and character with the mediating of the beliefs system in adolescent girls?

2. Materials and Methods

The present study was considered in correlational research category. The statistical population of this study consist of all female students (12-18 years old) in year 2021-2022 in Urmia city. According to the Morgan table, the sample size was obtained 400 people selected by available sampling method. In order to examine the research model, the structural equations approach based on partial least squares method with PLS software was used.

1. Ryff Psychological Well-being Questionnaire (RPWQ): It was developed by Ryff in 1989 with 18 questions. This test is a kind of self-assessment tool that is answered on a 6-point choices (from completely agree to completely disagree). Among all the questions, 10 questions are scored directly and 8 questions (3, 4, 5, 9, 10, 13, 17, 16) are scored inversely. In order to get the overall score, the total score of each question is added together. The correlation of the short version of Ryff's psychological well-being with the main scale has been variable from 0.7 to 0.89 (Ryff & Singer, 2006). Khanjani et al. (2012) calculated the internal correlation of this scale using Cronbach's alpha in factors of self-acceptance (0.51), mastery of the environment (0.76), positive relationship with others (0.75), purposefulness (0.52), personal growth (0.73) and autonomy (0.72) and whole scale (0.71) in the statistical population of students.

2. Measures of Psychosocial Development (MPD): It was developed by Hawley (1988) with 120 sentences. This questionnaire has 27 subscales, which are divided into three equal subscales as positive scales (TP), negative scales (TN) and result scales (TR). It includes twenty-seven scales of eight positive scales from P1 to P8 (positive feedback), eight negative scales from N1 to N8 (negative feedback), eight result scales from R1 to R8

(resolving conflicts and developmental levels of each stage) and three general scales of TP, TN and TR (the level of psycho-social development of each person based on Erikson's eight stages). This scale includes two positive and negative dimensions scored in 5 degrees (from not at all confirms to me to completely confirms to me). Hawley obtained internal consistency coefficients 0.75 and 0.85 for positive scales and 0.67 and 0.89 for negative scales. In Iranian study (Pakdaman, 1999) internal consistency coefficients were calculated 0.37 and 0.74 for positive scales and 0.49 and 0.78 for negative scales.

3. Temperament and Character Inventory (TCI): This inventory was developed by Cloninger, Shurakik and Prezbek (1994) based on the biological-psychological-social model with 125 items. The test is two-choice and is scored as correct = 1 and incorrect = 0. The range of scores of the temperament components is between 0 and 60. This questionnaire was standardized by Kaviani et al (2003) in Iran. To obtain the reliability coefficient, the retest method was used and the results showed strong coefficients for the test as follows: innovation (0.86), vulnerability (0.88), dependence reward (0.73), persistence (0.79), cooperation (0.86), self-management (0.90) and self-transference (0.86). The results of the validity of the test also indicated the appropriate validity of the test between 0.66 and 0.90 for the subscales. The validities of the subscales were novelty seeking (0.75), harm avoidance (0.72), dependence reward (0.87), persistence (0.90), cooperation (0.76), self-direction (0.66), and self-transference (0.86).

4. System of Beliefs Inventory (SBI-15-R): It was developed by Holland (1998) with 15 items. The subjects should indicate their level of agreement or disagreement with each of items on a 4-point Likert scale. In all statements, A, B, C and D options were given 0, 1, 2, 3 points, respectively. Therefore, the scores of this test are in the range of 0 to 45. Adding the points related to the subscale together show the subject's score in each of the subscales. The Cronbach's alpha coefficient of the whole test, religious beliefs and social support subscale were 0.93, 0.92 and 0.89, respectively. The retest reliability of the beliefs system questionnaire for both groups of religious and non-religious people was reported 0.95.

3. Results

In order to investigating causal modeling of psychological well-being based on psychosocial development and patterns of temperament and character with the mediating of the belief system, 400 female students were evaluated in this study. Table 1 show the frequency of subjects' years-old.

Table 1. Description of subjects' years-old

Years-old	Frequency	Percent	Cumulative percent
12-13	98	24.5	24.5
14-15	157	39.3	63.8
16-18	145	36.2	100
Total	400	100	

As it is seen, the age range of people was from 12 to 18 years old. According to the results, 24.5% of subjects were between 12 and 13 years old, 39.3% between 14 and 15 years old and 36.2% between 16

and 18 years old.

Descriptive data of the variables (mean, standard deviation, skewness and kurtosis) is reported in Table 2.

Table 2. Descriptive Indexes of research variables

Variables	Mean	Standard Deviation	Skewness	Kurtosis
Trust/mistrust	46.90	6.33	-0.036	-0.619
Independence/Shame & Doubt	43.53	5.81	0.793	1.60
Initiative/Guilt	45.73	6.05	-0/097	-0.107
Industry/Inferiority	43.73	5.64	0.493	1.27
Identity/Role Confusion	43.11	5.84	0.188	-0.578
Intimacy/Isolation	45.13	4.95	0.278	0.065
Generativity/Stagnation	46.82	6.96	0.230	-0.646
Ego Integrity/Despair	43.51	5.39	0.226	-0.814
Psychosocial Development	358.47	36.52	0.559	0.255
Innovation	12.38	2.53	0.187	-0.058
Harm Avoidance	11.68	2.81	0.289	-0.643
Asking Reward	9.23	2.30	0.025	-0.520
Persistence	3.29	1.25	0.340	-0.979
Temperament Patterns	36.58	6.85	0.562	-0.082
Self-Management	13.50	4.73	0.180	-0.512
Cooperation	16.28	3.30	0.133	-0.538
Self-Transference	10.61	3.14	0.464	-0.865
Character Patterns	40.39	8.62	0.203	-0.111
Beliefs and Behaviors	38.00	12.25	-1.18	0.373
Social Support	18.72	8.26	-0.239	-1.16
Beliefs System	56.73	21.37	-0.809	-0.449
Autonomy	14.68	2.29	0.559	0.132
Mastery of the Environment	13.00	2.41	0.105	-0.196
Personal Growth	13.69	3.02	0.368	-0.414
Positive Relationship with Others	12.25	2.67	0.166	-0.515
Purposefulness	11.67	3.80	0.065	-1.15
Self-Acceptance	12.22	2.65	0.352	-0.234
Psychological Well-Being	77.52	11.51	0.837	0.558

The results showed that the total averages of psychosocial development variable, temperament patterns, character patterns, beliefs system variable, psychological well-being were 358.47, 36.58, 40.39, 56.73 and 77.52, respectively. According skewness

and kurtosis values of all variables were in range -2 to +2, it was resulted all variables were in normal or close to normal distribution.

Table 3 show the results of correlation among five main variables.

Table 3. Pearson's correlation matrix with the purpose of investigating the relationship between the main variables

variables	psychosocial development	temperament patterns	character patterns	Beliefs system	psychological well-being
psychosocial development	1				
temperament patterns	0.24**	1			
character patterns	0.20**	0.64**	1		
beliefs system	0.10*	0.24**	0.20**	1	
psychological well-being	0.27**	0.56**	0.44**	0.62**	1

*P ≤ 0.05

**P ≤ 0.01

The results showed that there was a significant relationship between the four variables of psychosocial development, beliefs system, character and character patterns with psychological well-being ($p < 0.05$).

Figure 1 shows the original model in the state of standardized coefficients. Standard coefficient is a

measure to compare the intensity of the impact of variables on each other. The findings showed that the strongest relationship in the model is the influence of the beliefs system on psychological well-being with impact coefficient of 0.473 and the patterns of temperament on psychological well-being with impact coefficient of 0.364.

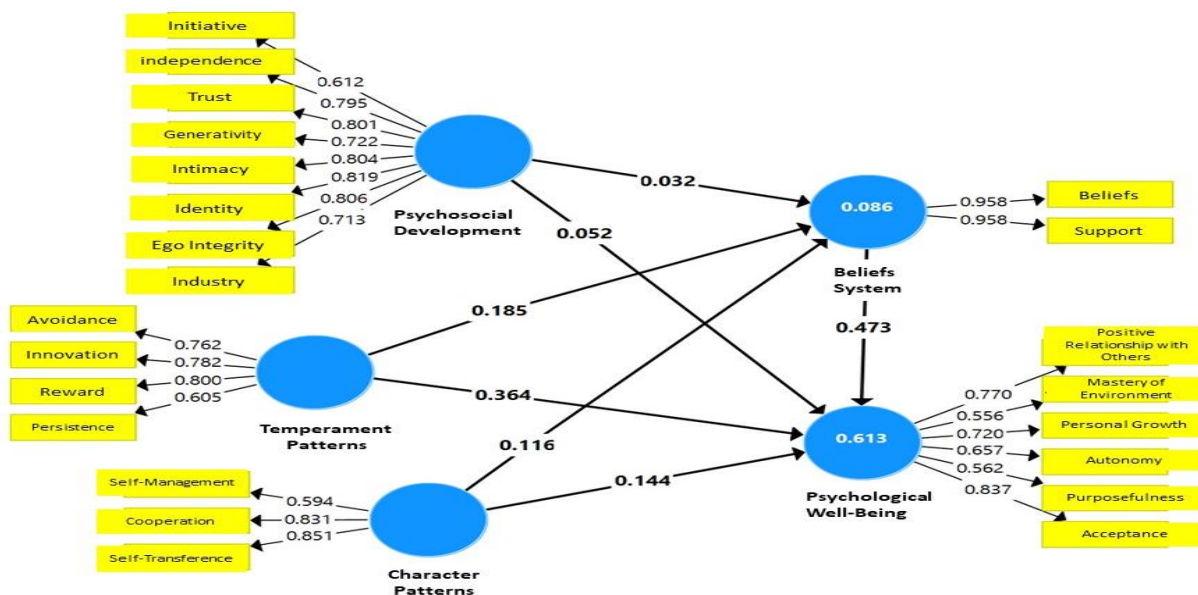


Figure 1. Research model in the state of standardized coefficients

Figure 2 shows the model in the state of t value or significance. Examining t values showed that 5 of 7

relationships in the model have been confirmed ($P < 0.05$).

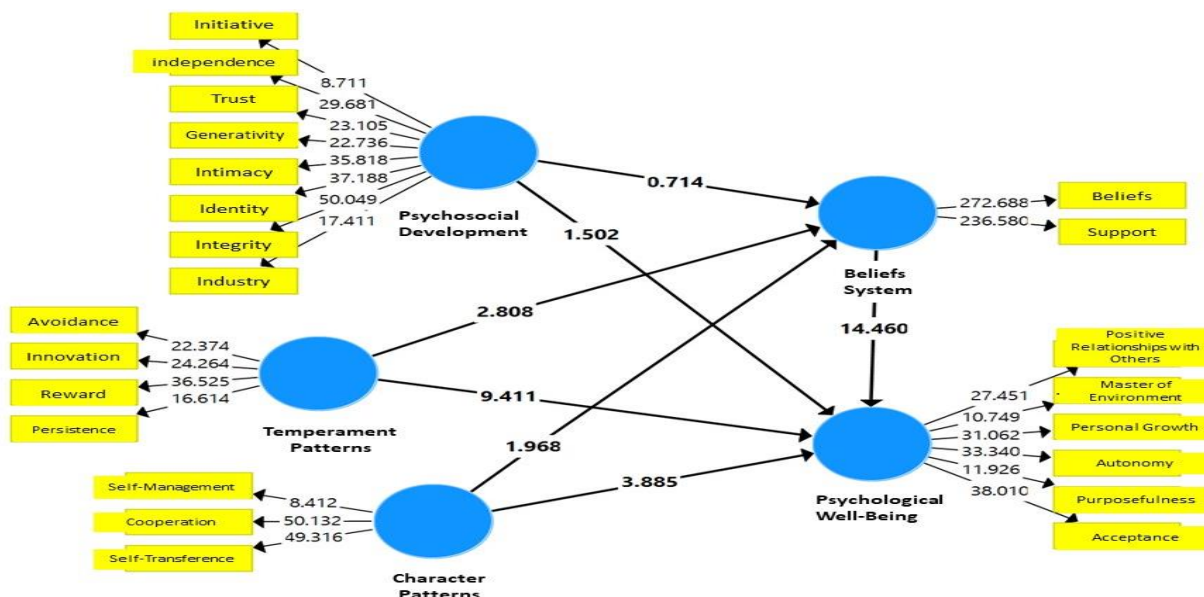


Figure 2. Research model in the state of significance (t value)

Table 4 showed the results of modeling test with the aim of investigating the causal impact of psychosocial

development and patterns of temperament and character on psychological well-being.

Table 4. Pearson's correlation matrix with the purpose of investigating the relationship between the main variables

Hypothesis	Standard Coefficient	T value	P value	Result
psychosocial development --->psychological well-being	0.052	1.502	0.134	Rejected
temperament patterns --->psychological well-being	0.364	9.411	< 0.001	confirmed
character patterns --->psychological well-being	0.144	3.885	< 0.001	confirmed

The results showed that the effect of psychosocial development on psychological well-being was not confirmed, but the effect of temperament and character patterns on psychological well-being were confirmed ($P < 0.05$).

The results of the model test with the aim of investigating the mediating of the beliefs system in the

relationship between psychosocial development and psychological well-being showed the mediating of the beliefs system in the relationship between temperament patterns and psychological well-being, and the mediating of the beliefs system in the relationship between character patterns and psychological well-being (table 5).

Table 5. The results of mediating test of the beliefs system

Hypothesis	Effect size	P Value	Result
psychosocial development --->beliefs system --->psychological well-being	0.015	0.480	Reject of Mediation
temperament patterns ---> beliefs system --->psychological well-being	0.088	0.002	Confirm of Mediation
character patterns ---> beliefs system --->psychological well-being	0.055	0.048	Confirm of Mediation

The results showed that the mediating role of the beliefs system in the relationship between psychosocial development and psychological well-being was not confirmed, but the mediating role of the beliefs system in the relationship between temperament patterns and psychological well-being was confirmed, as well as the mediating role of the beliefs system in the relationship between character patterns were confirmed ($P < 0.05$).

4. Discussion and Conclusion

The aim of this study was the causal modeling of psychological well-being based on psychosocial development and patterns of temperament and character with the mediating of the belief system in adolescent girls. The structural relationships between the study variables showed the appropriate fit of the hypothesized model. According to results, the direct effectiveness of psychosocial development on psychological well-being was not confirmed. This finding is consistent with results of [Tabatabaei et al \(2018\)](#), [Capaldi et al \(2021\)](#), [Shams et al \(1396\)](#), [Naeimi eta al \(2015\)](#), [Jamali & Seyf \(2010\)](#), [Stoeber et al \(2009\)](#), [Almada et al \(2018\)](#), [Wan Hofman et al \(2021\)](#), [Hashemian et al \(2015\)](#), [Tol et al \(2020\)](#), [Liu & Aunguroch \(2019\)](#), and [Bibi et al \(2013\)](#). Considering the scope of life and emphasizing on the childhood and teenage years in terms of personality formation from the beginning to the end of life, Erikson emphasized the growth of all stages and the personal degree of health, compatibility of these stages

and the psychological well-being ([Liu & Aunguroch, 2019](#)).

[Erikson \(2002\)](#) emphasized the interaction between the person, psychological, social and cultural environment and believed that neglecting any of these component can distort the results of the findings. So, maybe the use of non-native tools in order to discover the relationships between culture-oriented and community-oriented developmental variables have affected the research results and have not been confirmed the relevant hypotheses. Theoretically, a person will have psychological health and individual-social adaptation, if one achieves success in stages of psychological growth and development due to having a favorable communication and social network with family members and others; but this theoretical message should be investigated in every culture, because neglecting the culture can create many theoretical ambiguities. Probably one of the reasons for the lacking of statistical significance between these two variables is related to the gender of the studied group. In fact, the selection of a specific group (girls) may not be in line with the desired point of view and cause conceptual biases. In addition, the age range of the study group was notable. From developmental point of view, the age range between 12 and 20 is a very different range and can cause the possibility of fluctuating scores. In general, it has been confirmed a simple correlation between psycho-social development and psychological well-being, statistically; But based on model and direct and

indirect effects, the effect of some stronger variables has caused the reinforcement of weaker variables. In other words, it can be said that the effect of psycho-social development on psychological well-being was not confirmed; because according to the arrangement of selected variables and this model, the effectiveness of other variables was stronger and strengthened the effect of psycho-social development.

The results of the present study showed that the effect of character patterns on psychological well-being was confirmed. These results were in line with the results of Gol Parvar (2017), Mohammadi et al. (2016), Baradaran (2015), Emami Kalesar and Rasouli (2015), Shafei et al. (2015), Golshan and Baradaran (2015), Asadi et al. (2013), Mertol and Alkin (2017), Zeigler et al. (2006), Karami et al. (2013), Etxeberria et al. (2019). In the explanation of this finding, it can be said that according to Cloninger's opinion, personality includes four temperamental dimensions of harm avoidance, novelty seeking, reward dependence and persistence. Avoiding harm is one of the dimensions of temperament that people with a high score in this dimension are adaptive, alert, cautious, and have detailed planning where there is a possibility of danger (Mertol & Alkin, 2017). In this regard, there is hereditary tendency in the novelty dimension to start and activating the exposure in response to novelty and variety, encountering reward indicators, active avoidance of conditional signs of punishment and avoiding from unconditional punishment (Shafei et al., 2015; Etxeberria et al., 2019). Emotionality, social sensitivity, attachment and dependence on approval and acceptance by others are determined in the dimension of reward dependence. People with high score in reward dependence are warm, sensitive, devoted, dependent and social. One of the main adaptive benefits of high reward dependence is sensitivity to social signs that facilitate relationships and pure care of others (Baradaran et al., 2015). Persistence is one of the other dimensions of character that is characterized by hard work and indefatigability that can improve psychological well-being. A person with low persistence is easily harmed by criticism and does not have the strength to adapt to difficult life conditions (Cloninger, 1989).

The results of research confirmed the effect of character pattern on psychological well-being. This finding was in line with the results of Benisi (2017), Madhi & Najafi (2016), Panahi-Gosheh Toti et al. (2016), Golparvar (2016), Ziegler Hill & Abraham (2006), Mohammadi et al. (2016), Baradaran (2015), Shafei et al. (2015), Asadi et al. (2014), Hashemi et al. (2016), Etxeberria et al. (2019), and yaghoubi (2012). It

can be said that according to Cloninger's opinion, character includes the three dimensions of self-direction, cooperation and self-development. In a study, Cloninger and Zohar (2011) examined the relationship between character dimensions and aspects of health and well-being and found that self-direction had a significant relationship with well-being, life satisfaction, general health and perceived social support; Also cooperation had a significant relationship with perceived social support and self-efficacy had a significant relationship with positive emotions and a negative relationship with negative emotions. The results of the mediating test showed that the mediating role of beliefs system in the relationship between psycho-social development and psychological well-being was not confirmed. These results were consistent with the results of Nabavi (2018), Sharifian et al. (2018), Hashemiannejad et al. (2018), Hasani et al. (2018), Tol et al. (2020), Lin et al. (2020), Arslan (2021), Catie and Cecilia (2016), Orang et al. (2015). The relationship between social psychology with beliefs system and values is related to the fifth stage of Erikson's psychosocial theory which is the formation of identity. Erikson considers the formation of identity as a dynamic and adaptive process that is associated with changes in the degree of values, beliefs and commitment to them throughout life. Identity crisis is serious because failure to face it, lead serious consequences. Erikson considers this crisis to be normal, but the inability to deal with it is abnormal, because it deprives a person of having an appropriate identity, and if it is not successfully passed to lead the role confusion, running away from home, delinquency, and severe psychological disorders (Arslan, 2021). It is important to mention that the correlation of psycho-social development with beliefs system has been confirmed, but according to model and the direct effect, the effect of some variables are stronger and the effect of some variables are also strengthened, so the results of the mediating test showed that the mediating role of beliefs system in the relationship between psycho-social development and psychological well-being was not confirmed. The gender of the study group is one the probable reasons of this rejection. In fact, the use of a specific group (girls) may not be in line with the desired point of view and cause conceptual biases.

The results of the mediating test showed that the mediating role of the beliefs system in the relationship between temperament patterns and psychological well-being was confirmed, which showed that the increase and strengthening of the beliefs system are

associated with improvement and increase of psychological well-being. This finding is in line with the results of Lin et al. (2020), Arslan (2021), Mohammadi et al. (2016), Baradaran (2016), Orang et al. (2015), Emami Kalehsar & Rasouli (2015), Catie & Cecilia (2015), Shafei (2015), Kalpana (2015), Golshan et al. (2015), Asadi et al. (2014), Norouzi (2013), Safaei Rad et al. (2008), Farshad et al. (2013). Personality is a set of personal insights and beliefs, which is associated with behavioral traits and characteristics that are relatively stable, and considering the basic role of religion and beliefs related to health and well-being, it is important to determine related factors. Personality traits in the form of character traits are almost stable characteristics of people that affect the type of human relationships with the world around them (Meili, 1992). The personal religious beliefs can prevent psychological disorders. Also, social support of beliefs system promotes mental health through coping stressful conditions and experiencing low vulnerability (Lin et al., 2020) and it lead in increasing of social relationship, feeling of security, self-worth and decrement of depression (Nabavi et al., 2018). As a result, according to the mentioned contents, the mediatory role of beliefs system between temperament and psychological well-being was confirmed.

The results of the mediating test showed that the mediating role of the beliefs system in the relationship between character patterns and psychological well-being was confirmed, that the increase and strengthening of the beliefs system is associated with the improvement and increase of psychological well-being. This finding is consistent with previous research such as Lin et al. (2020), Nabavi et al. (2018), Sharifian (2018), Hashemiannejad et al. (2018), Oqhabi et al. (2018), Rouolamin (2017), Ansari et al. (2016), Kalpana (2016), Orang et al. (2015), Catie and Cecilia (2016). Aspects of personality deals with self-images related to goals and values which can define the value and meaning of whatever is experienced. Therefore, they can change emotional reactions through it (Cloninger, 2008). Self-transference of character dimensions is an evolutionary component that increases one's awareness of the environment and provides a deeper insight into life. Therefore, while experiences of vulnerability increase but psychological well-being decreases. Self-transference is considered to reduce the negative effects of vulnerability on well-being. In fact, well-being will also increase through improving of self-transference. That is, people who get high scores in the

dimension of Self-transference are satisfied, creative, pleased and satisfied with life (Hashemi et al., 2016). People with high scores in self-management are self-sufficient, responsible, reliable, goal-oriented, self-accepting, innovative, committed to some beliefs and logical values and deal with themselves and world in the real way (Moritz & Roberts, 2018). As a part of the world and society, cooperation is based on thinking of oneself derived social sense, compassion, conscience and the tendency to do charity work because of high and health religious beliefs. People with high scores in this factor are empathetic, compatible, committed to principles, sympathetic and supportive and consider themselves as members of society (Oqhabi et al., 2019). Considering the effect of character patterns on psychological well-being, it is suggested that psychologists and psychiatrists use character patterns in the framework of their educational and therapeutic interventions to improve the psychological well-being of clients. Also according to the mediating role of the belief system in the relationship between personality patterns and psychopathy, it is suggested to experts to use educational interventions to strengthen positive and progressive beliefs. It is suggested that similar researches are done in the male gender in the future for comparing the results in both gender.

The main limitation of the present study was the lack of control of the effect of gender which can probably have different results in both genders. Other limitations were lack of control of all interfering variables, lack of examination of results of gender separation, and lack of inclusion of demographic variables. In addition, the age range studied and the lack of random sampling were another limitations of this research.

5. Ethical Considerations

Compliance with ethical guidelines

All ethical principles have been considered in this study.

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Authors' contributions

All authors have contributed in conducting this study.

Conflicts of interest

The authors declared no conflict of interest.

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