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The Effectiveness of a Job Vitality Enhancement Package on Employees' Occupational Well-Being

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ABSTRACT

Objective: The purpose of this study was to investigate the effectiveness of a workplace vitality enhancement program on employees' occupational well-being.

Methods: This research was applied in terms of purpose and employed a quasi-experimental design with a pretest–posttest control group. The statistical population consisted of 60 employees of the private company Behin Kavosh Samin, who were selected through convenience sampling and randomly assigned to an experimental group (n = 30) and a control group (n = 30). At the beginning of the study, both groups completed a pretest. The experimental group participated in a workplace vitality training program conducted over three weeks in ten sessions (two 40-minute sessions per week), while the control group received no intervention. After the completion of the training sessions, a posttest was administered to both groups to assess the effects of the intervention.

Data were collected using the Occupational Well-Being Questionnaire developed by Zheng et al. (2015). The questionnaire's validity was confirmed by experts and faculty members, and its reliability was assessed using Cronbach's alpha coefficient. Data were analyzed using SPSS version 25.

Results: The results indicated that the implementation of the workplace vitality training package led to a significant increase in occupational well-being among employees. Statistical analyses also demonstrated that the developed training package possessed adequate content validity and good model fit, and that its modular structure had a significant positive effect on improving employees' psychological indicators.

Conclusions: The proposed workplace vitality training package, with its emphasis on self-awareness, intrinsic motivation, human relations, work–life balance, resilience, and positive leadership, can be utilized as a localized and practical framework for enhancing workplace vitality and improving organizational performance.

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Introduction

One of the main indicators of well-being, whose central role has been strongly emphasized by researchers, is vitality, which leads to reduced levels of stress, anxiety, and depression, improved health status, and greater success in the workplace (Rebecca G. Cooley, 2023). Vitality is an essential requirement for physical and mental health and liveliness, giving personal and professional life a special color, meaning, and purpose, and serving as a very important factor in progress and development (Zarei Matin & Haghgouyan, 2018).

Vigorous employees enjoy a higher quality of working life; they are tireless, successful in their jobs, more energetic in their family environment, and less likely to cause dissatisfaction among others. More importantly, their vitality improves the morale of those around them (Alizadeh et al., 2017). In any organization, vitality and happiness are necessary and essential for increasing productivity, as they lead to higher productivity and profitability, increased customer satisfaction, reduced absenteeism, increased output, greater enthusiasm in performing tasks, enhanced employee commitment to the organization, strengthened teamwork, improved communication, and increased creativity and innovation (Tosten et al., 2018).

At present, providing the necessary conditions for creating vitality and preventing mental fatigue and job burnout can be considered one of the important approaches to organizational development and transformation (Ahmadi et al., 2015). Various factors can contribute to increasing employees' workplace vitality, including creating a positive and friendly work environment, providing opportunities for career advancement, recognizing and addressing employees' needs and aspirations, and offering educational opportunities for their professional development (Lazaritz et al., 2021). Increasing workplace vitality can lead to higher job satisfaction, greater self-confidence, and an enhanced sense of achievement among employees, all of which contribute to improved job performance (Alexandra Balasanu & Delia Virga, 2022).

The relationship between workplace vitality and occupational well-being is a bidirectional and reinforcing one. Occupational well-being is a multidimensional concept that includes emotional, physical, and psychological aspects of an individual's satisfaction with their job. When employees feel vital, they have a greater ability to successfully manage work-related conflicts, restore energy after job stress, and experience positive emotions throughout the workday, which directly contributes to an increased perception of their overall well-being. Conversely, high well-being

functions as a psychological safe base that prevents the depletion of energy resources, which would otherwise lead to reduced vitality (Arnold Bakker et al., 2022).

Individuals with high levels of well-being predominantly experience positive emotions and evaluate surrounding events positively, whereas individuals with low well-being tend to perceive life events and situations as unfavorable and experience more negative emotions such as anxiety, depression, and anger, which negatively affect their work performance and productivity (Myers & Diener, 1996). In this regard, an educational package can help create a positive work environment in which employees feel safe and satisfied. Such an environment contributes to improved morale and reduces work-related psychological problems. When employees experience higher levels of well-being, the likelihood of problems such as depression and anxiety decrease (Richmond & Needham, 2020).

Organizations that pay attention to the well-being and welfare of their employees are generally more successful in attracting and retaining talent. An educational package can help create a positive reputation for the organization in the labor market, thereby increasing its ability to attract highly skilled employees. Designing and implementing an educational package can also promote a positive organizational culture in which employees feel greater commitment to the organization. Such a culture can enhance cooperation and interaction among employees and improve the work environment for everyone (Ming-Guangxin et al., 2020).

Moreover, training in workplace vitality can lead to significant improvements in employee productivity, as increased vitality and work motivation enhance concentration and efficiency. Employees with high levels of workplace vitality often experience greater job satisfaction and happiness, which can contribute to their occupational well-being and work engagement. Given the importance and position of workplace vitality, the research problem of the present study lies, on the one hand, in the lack of an educational package designed to enhance workplace vitality, and on the other hand, in determining the effectiveness of such a package on the construct of occupational well-being (Arnold Bakker et al., 2020). Therefore, the present study seeks to answer the following question: What is the effectiveness of a workplace vitality enhancement package on employees' occupational well-being?

Material and Methods

The present study was applied in terms of purpose and quasi-experimental in terms of methodology, employing a pretest–posttest design with a control group. The statistical population consisted of 60 employees of the private company Behin Kavosh Thamin, who were selected using convenience sampling and then randomly assigned to an experimental group (n = 30) and a control group (n = 30).

At the beginning of the study, a pretest was administered to both groups. The experimental group participated in a workplace vitality training program consisting of ten sessions over three weeks (two 40-minute sessions per week), while the control group received no intervention. After the completion of the training sessions, a posttest was administered to both groups in order to assess the changes resulting from the intervention.

To measure occupational well-being, the standardized questionnaire developed by Zheng et al. (2015) was used. This questionnaire consists of 17 items and is designed to assess three components of work-related well-being. The content validity of the instruments was confirmed by experts and university professors, and their reliability was calculated using Cronbach's alpha coefficient.

Data were collected through a field method by distributing and collecting questionnaires in two stages: pretest and posttest. The collected data were analyzed using SPSS version 25. In the analysis phase, descriptive statistics were used to examine measures of central tendency and dispersion, while inferential statistics, including paired-samples t-test, independent-samples t-test, and multivariate analysis of covariance (MANCOVA), were employed to test the research hypotheses. Prior to conducting the analyses, the normality of data distribution was assessed using the Kolmogorov–Smirnov test.

Results

First, the means and standard deviations of occupational well-being and its components were calculated at the pretest, posttest, and follow-up stages for both the control and experimental groups.

Table 1. Means and Standard Deviations of Occupational Well-Being and Its Components at the Pretest, Posttest, and Follow-up Stages in the Control and Experimental Groups

Variable	Time	Control Group Mean	SD	Experimental Group Mean	SD
Occupational Well-Being	Pretest	69.00	7.97	70.35	7.26
	Posttest	65.85	5.22	95.30	7.62
	Follow-up	65.20	5.09	98.70	5.48
Personal Life Well-Being	Pretest	23.90	3.78	25.45	3.86
	Posttest	21.55	3.91	31.95	4.31
	Follow-up	21.05	3.66	33.15	3.13
Work Life Well-Being	Pretest	22.60	4.08	24.05	4.16
	Posttest	21.85	2.77	31.90	2.40
	Follow-up	21.55	3.15	32.85	2.25
Psychological Well-Being	Pretest	22.50	4.18	20.85	3.35
	Posttest	22.45	3.59	31.45	4.27
	Follow-up	22.60	3.67	32.70	3.40

The mean scores of occupational well-being in the experimental group were 70.35 at the pretest, 95.30 at the posttest, and 98.70 at the follow-up stage. Based on these observed means, occupational well-being among employees who received the workplace vitality enhancement training improved significantly at the posttest and follow-up stages. At this stage, the results of the Shapiro–Wilk test were examined for each dependent variable.

Table 2. Results of the Shapiro–Wilk Test for Normality of Occupational Well-Being and Its Components at the Pretest Stage

Variable	Statistic	df	Sig.
Occupational Well-Being	0.952	40	0.088
Personal Life Well-Being	0.965	40	0.061
Work Life Well-Being	0.974	40	0.486
Psychological Well-Being	0.980	40	0.674

As shown in Table 2, since the significance levels for all components are greater than 0.05, the assumption of normal distribution is satisfied. Therefore, parametric statistical tests were used to test the research hypotheses. To examine whether the workplace vitality enhancement training package affected occupational well-being, and to meet the assumptions of homogeneity of variances and equality of covariance matrices between groups at the pretest stage, Levene's test and one-way ANOVA were conducted.

Table 3. Results of Levene's Test for Equality of Variances in Occupational Well-Being and Its Components at the Pretest Stage

Stage	Variable	Levene Statistic	df1	df2	Sig.
Pretest	Occupational Well-Being	0.589	1	38	0.447
	Personal Life Well-Being	0.643	1	38	0.428
	Work Life Well-Being	0.001	1	38	0.978
	Psychological Well-Being	0.340	1	38	0.563

As shown in Table 3, the null hypothesis of equality of variances between the two groups at the pretest stage is confirmed for occupational well-being and all its components. This indicates that any differences observed at the posttest and follow-up stages can be attributed to the independent variable, namely the workplace vitality enhancement training package.

Table 4. Results of One-Way ANOVA for Equality of Group Means in Occupational Well-Being and Its Components at the Pretest Stage

Variable	SS	DF	MS	F	P
Occupational Well-Being	18.225	1	18.225	0.314	0.579
Personal Life Well-Being	24.025	1	24.025	1.646	0.207
Work Life Well-Being	21.025	1	21.025	1.237	0.273
Psychological Well-Being	27.225	1	27.225	1.896	0.177

As shown in Table 4, there were no significant differences between the control and experimental groups at the pretest stage in occupational well-being or its components. This confirms that the assumption of baseline equivalence between groups was met.

Homogeneity of Variance–Covariance Matrices

Table 5. Results of Box's M Test for Homogeneity of Variance–Covariance Matrices

Variable	Box's M	F	DF1	DF2	P
Occupational Well-Being	4.912	0.748	6	10462.189	0.611
Personal Life Well-Being	11.371	1.656	6	10462.189	0.128
Work Life Well-Being	9.263	1.411	6	10462.189	0.206
Psychological Well-Being	9.166	1.396	6	10462.189	0.212

Based on the results of Box's M test ($P > 0.05$), the assumption of homogeneity of variance–covariance matrices were satisfied for all variables.

Multivariate Analysis

Table 6. Results of Wilks' Lambda Test for Occupational Well-Being and Its Components

Variable	Wilks' Lambda	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Occupational Well-Being	0.234	60.697	2	37	0.001	0.766
Personal Life Well-Being	0.738	6.571	2	37	0.004	0.262
Work Life Well-Being	0.532	16.287	2	37	0.001	0.468
Psychological Well-Being	0.318	39.688	2	37	0.001	0.682

According to the results of Wilks' Lambda test ($P < 0.05$), after controlling for pretest scores, there were significant differences between the experimental and control groups in occupational well-being and all its components.

Examination of the Sphericity Assumption

In this study, Mauchly's test of sphericity was used to examine the assumption that the covariance matrix of the transformed dependent variables is an identity matrix.

Table 7. Results of Mauchly's Test of Sphericity for Occupational Well-Being and Its Components

Variable	Mauchly's W	Chi-square	df	Sig.	Greenhouse–Geisser	Huynh–Feldt	Lower-bound
Occupational Well-Being	0.398	34.056	2	0.001	0.624	0.652	0.50
Personal Life Well-Being	0.400	33.898	2	0.001	0.625	0.653	0.50
Work Life Well-Being	0.193	60.811	2	0.001	0.553	0.573	0.50
Psychological Well-Being	0.332	40.760	2	0.001	0.600	0.625	0.50

The results of Mauchly's test of sphericity indicated that the assumption of sphericity was violated for occupational well-being and all its components ($P < 0.01$). Therefore, to interpret the results of the repeated measures analysis, the Huynh–Feldt correction, which adjusts the degrees of freedom, was applied.

Table 8. Results of Repeated Measures ANOVA for Within-Subject and Between-Subject Effects on Occupational Well-Being and Its Components (Huynh–Feldt Correction Applied)

Effect	Source	Variable	SS	DF	MS	F	P	Partial Eta Squared
Within-Subjects	Time	Occupational Well-Being	3618.35	1.305	2773.378	96.183	0.001	0.717
		Personal Life Well-Being	137.45	1.306	105.232	10.685	0.001	0.219
		Work Life Well-Being	369.65	1.146	322.556	29.110	0.001	0.434
		Psychological Well-Being	853.55	1.249	683.283	57.427	0.001	0.602
	Time × Group	Occupational Well-Being	6132.117	1.305	4700.119	163.005	0.001	0.811
		Personal Life Well-Being	641.717	1.306	491.299	49.885	0.001	0.568
		Work Life Well-Being	575.15	1.146	501.876	45.294	0.001	0.544
		Psychological Well-Being	842.317	1.249	674.290	56.671	0.001	0.599
	Error	Occupational Well-Being	1429.533	49.578	28.834	—	—	—
		Personal Life Well-Being	488.833	49.634	9.849	—	—	—
		Work Life Well-Being	482.533	43.548	11.080	—	—	—
		Psychological Well-Being	564.80	47.469	11.898	—	—	—
Between-Subjects	Group	Occupational Well-Being	13781.633	1	13781.633	151.221	0.001	0.799

	Personal Life Well-Being	1928.008	1	1928.008	63.635	0.001	0.626
	Work Life Well-Being	1732.80	1	1732.80	93.390	0.001	0.711
	Psychological Well-Being	1015.008	1	1015.008	36.746	0.001	0.492
Error	Occupational Well-Being	3463.167	38	91.136	—	—	—
	Personal Life Well-Being	1151.317	38	30.298	—	—	—
	Work Life Well-Being	705.067	38	18.554	—	—	—
	Psychological Well-Being	1049.65	38	27.622	—	—	—

Based on the results of the repeated measures ANOVA, the main effect of time was statistically significant for occupational well-being and all its components ($P < 0.01$). Therefore, there were significant differences among the pretest, posttest, and follow-up stages in both the experimental and control groups.

Furthermore, the interaction effect of time × group was significant for occupational well-being and all its components ($P < 0.05$), indicating that the pattern of change across time differed significantly between the experimental group and the control group.

In addition, the main effect of group was statistically significant for occupational well-being and all its components ($P < 0.01$). This finding demonstrates that, overall, there were significant differences between the experimental and control groups in terms of occupational well-being and its dimensions.

Pairwise comparisons for each measurement stage (pretest, posttest, and follow-up) are presented below.

Table 9. Pairwise Comparisons of Measurement Stages for Occupational Well-Being and Its Components

Variable	(I) Stage	(J) Stage	Mean Difference (I–J)	Std. Error	Sig.	95% Confidence Interval
						Lower
Occupational Well-Being	Pretest	Posttest	−10.900*	1.167	0.001	−13.822
		Follow-up	−12.750*	1.116	0.001	−15.071
	Posttest	Follow-up	−1.375*	0.463	0.015	−2.534
Personal Life Well-Being	Pretest	Posttest	−2.075*	0.668	0.011	−3.747
		Follow-up	−2.425*	0.668	0.003	−4.099
	Posttest	Follow-up	−0.350	0.269	0.604	−1.024
Work Life Well-Being	Pretest	Posttest	−3.550*	0.677	0.001	−5.245
		Follow-up	−3.875*	0.680	0.001	−5.577
	Posttest	Follow-up	−0.325	0.180	0.236	−0.775
Psychological Well-Being	Pretest	Posttest	−5.275*	0.749	0.001	−7.150
		Follow-up	−5.975*	0.695	0.001	−7.716
	Posttest	Follow-up	−0.700*	0.267	0.037	−1.369

* Significant at $P < 0.05$

As shown in Table 9, for occupational well-being and all its components, there were significant differences between the pretest and posttest stages, as well as between the pretest and follow-up stages. However, for most components, no significant difference was observed between the posttest and follow-up stages, indicating the stability of the intervention effects over time.

In the case of overall occupational well-being, significant differences were observed not only between the pretest and both posttest and follow-up stages, but also between the posttest and follow-up stages, suggesting a continued improvement over time.

The negative confidence intervals indicate that the mean scores at the pretest stage were lower than those at the posttest and follow-up stages, demonstrating that occupational well-being and its components increased and improved following the intervention.

Discussion

The results of the data analysis indicated that the implementation of the workplace vitality enhancement training package had a significant effect on increasing the level of occupational well-being among employees of Behin Kavosh Samin Private Company. The mean score of occupational well-being in the experimental group increased from 69.73 at the pretest stage to 90.56 after the intervention, whereas a decrease was observed in the control group. This substantial change highlights the effectiveness of the designed training program in enhancing the psychological, emotional, and social components of the work environment.

These findings are consistent with the studies conducted by Zheng et al. (2015) and Wertler et al. (2020), which emphasize that educational interventions grounded in positive psychology can improve job satisfaction and occupational well-being by strengthening employees' sense of meaning, gratitude, and personal growth. In addition, the research by Arnold Bakker et al. (2020) demonstrated that focusing on happiness and vitality in the workplace leads to higher levels of organizational commitment, perceived self-efficacy, and positive interpersonal interactions among employees.

According to the positive psychology model first introduced by Martin Seligman, individuals achieve high levels of satisfaction and effectiveness in the workplace when the five core components of the PERMA model—Positive Emotions, Engagement, Positive Relationships, Meaning, and Accomplishment—are reinforced in their occupational lives. The workplace vitality enhancement training package implemented in the present study was explicitly designed to target these components.

Consequently, it was able to significantly increase employees' sense of satisfaction and meaning at work.

Furthermore, the findings of this study align with the Conservation of Resources (COR) theory, proposed by Hobfoll (1990). This theory posits that individuals require psychological, social, and material resources to cope effectively with job-related stressors, and that strengthening these resources leads to improved well-being. The current training package enhanced employees' communication skills, emotional self-regulation, and awareness of personal values, thereby facilitating the accumulation of psychological resources and helping to prevent job burnout.

In addition, the results are in agreement with the studies by Myers and Diener (1996) and Deci and Ryan (2000), which emphasize the direct relationship between intrinsic motivation, autonomy, and occupational well-being. When employees perceive that their organization values their ideas, personal growth, and core values, their sense of psychological ownership toward their work increases, which in turn naturally enhances their level of occupational well-being.

On the other hand, the analysis of qualitative interview data revealed that employees experienced a noticeable shift in their attitudes toward their work and colleagues after participating in the training sessions. Many participants reported an increased sense of organizational belonging and mutual trust. This attitudinal change underscores the indirect role of training in fostering a positive organizational climate, enhancing collaboration, and reducing intra-organizational conflicts.

Overall, the training program led to significant improvements in the three main components of occupational well-being, namely personal life well-being, work life well-being, and psychological well-being. Therefore, it can be concluded that vitality-based educational programs represent an effective strategy for promoting organizational mental health and enhancing employees' psychological capital.

Accordingly, the findings of the present study contribute to the global literature on work and organizational psychology and provide a context-sensitive framework for Iranian organizations. Based on this framework, workplace vitality is not merely an individual concept but rather an organizational strategy for increasing productivity, reducing stress, and improving employees' quality of work life.

Based on the results and the confirmed effectiveness of the workplace vitality enhancement training package in improving occupational well-being, a set of practical recommendations is proposed at different organizational levels. It is recommended that this training package be incorporated as part of the strategic human resource development programs and implemented on a continuous basis (annually

or quarterly). Continuous training helps stabilize positive behaviors, reduce psychological burnout, and strengthen organizational commitment.

It is further suggested that the existing training modules be redesigned using innovative learning approaches, such as coaching, organizational games, experiential learning, and interactive workshops. Such approaches transform learning from a purely theoretical process into a dynamic and enjoyable experience, thereby increasing training effectiveness.

The adoption of positive and supportive leadership styles based on trust, constructive feedback, and open communication is also recommended. Middle managers, in particular, can play a crucial role by modeling positive behaviors and transmitting a culture of vitality and energy to employees.

At the individual level, employees are encouraged to engage in self-awareness practices, time management techniques, relaxation exercises, and mindfulness meditation as personal tools for maintaining workplace vitality. These practices can enhance concentration, reduce stress, and improve job satisfaction.

Finally, like all empirical studies, the present research is not without limitations. These include the relatively small sample size and the focus on a single industrial company, which necessitate caution in generalizing the findings to other organizational contexts. Moreover, the potential influence of intervening variables, such as personality traits or environmental conditions, was not independently controlled. Therefore, future research is recommended to employ larger samples, longer follow-up periods, and mixed-methods designs to more comprehensively examine the manifestation of workplace vitality across diverse organizational settings.

Additionally, the present study focused primarily on a single outcome variable, namely occupational well-being. The potential effects of the training package on related outcomes such as job satisfaction, job performance, and organizational commitment were not examined and may serve as valuable directions for future research.

In conclusion, the workplace vitality enhancement program can be regarded as an effective and sustainable tool for improving employees' occupational well-being and may be integrated into human resource development models as a key strategy for enhancing the psychological capital of organizations.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by the ethics committee of Islamic Azad University. The patients/participants provided their written informed consent to participate in this study.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection, and analysis. All authors contributed to the article and approved the submitted version.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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