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The Mediating Role of Mindfulness in the Relationship between Cognitive Abilities and Wisdom in Students

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Research Paper

Abstract

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Purpose: This research was conducted with the purpose of mediating the role of mindfulness in the relationship between cognitive abilities and wisdom in students.

Methodology: The cross-sectional research method was correlational. The statistical population of this research was made up of all the students of the free universities of Tehran province in the academic year 2021-2022, of which 380 people were selected by multi-stage cluster sampling method. In this research, tools of wisdom (Ardelt, 2003), cognitive abilities (Najati, 2013) and mindfulness (Ryan and Brown, 2003) were used, all of which had acceptable validity and reliability. In order to analyze the data, structural equation modeling was used with SPSS-V23 and Lisrel-V8.8 software.

Findings: The research findings showed that the model has a good fit. Also, the findings showed that cognitive abilities had a direct effect on the wisdom of students; The effect of cognitive abilities on wisdom directly ($t = 11.33$ and $\beta = 0.73$) and indirectly cognitive abilities on students' wisdom through mindfulness was confirmed with 95% confidence.

Conclusion: According to the findings, the results show that increasing the variables of cognitive abilities and mindfulness can be expected to increase wisdom in students.



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Detailed abstract

Purpose: Wisdom shows its influence in the form of behavior in some psychological tasks and improves the performance of universities and its movement towards excellence. Therefore, wisdom has a significant impact on success at various individual, organizational and social levels and improves the results of students' and professors' activities; Wisdom can also be an effective tool for responding to an uncertain environment. In general, a greater understanding of wisdom and the related concepts of wisdom can create a valuable background and lead to the improvement of students' theory and practice. In addition, it can play a role in achieving a set of advantages of higher education that can support performance and success, wisdom by promoting the effectiveness and efficiency of university performance, can play a significant role in creating a competitive advantage for the university, so that the university by strengthening its scientific and knowledge position, it can have an international attitude for the education and training of foreign students in a wider way. According to the studies conducted, people who benefit from cognitive, deep thinking and emotional capabilities are physically healthier, have higher education, and establish better relationships with others compared to their peers, in the dimension of personality acceptance experience (acceptance of experiences), they get higher grades and benefit from more mental health. Higher functions and cognitive abilities are among the important variables related to wisdom. Cognitive abilities and judgment are essential elements of intellectual development. One of the other variables that have been noticed in recent decades in the field of promoting wisdom as a mediator in students is mindfulness. Human sufferings take different forms and psychotherapies have always sought solutions for different forms of these sufferings and increasing human health. One of these ways that has emerged in search of ultimate freedom and freedom from these human sufferings is mindfulness. Mindfulness due to the mechanisms hidden in it such as acceptance, increasing awareness, desensitization, presence in the moment and non-judgmental observation can increase the effectiveness of treatment while reducing the symptoms and consequences after the disease and prevent Recurrence of people taking action to help suicide. Kabat-Zinn's approach to treating these clients includes physical examination or body awareness techniques, a series of deliberate changes that focus on the whole body first and then on each part of the body in a non-judgmental way. By using exercises based on mindfulness, a person learns to give alternative responses to emotional distress and reduces conditioned responses. In mindfulness, people learn to accept experiences as separate experiences from themselves and as a transitory state and subject to change. Mindfulness exercises seek to increase the acceptance of differentiated awareness through special focus on physical and emotional discomforts and teach clients to observe emotional, physical and cognitive states without involuntary reactions. This research was conducted with the aim of mediating the role of mindfulness in the relationship between cognitive abilities and wisdom in students.

Methodology: The method of the current research was descriptive-correlational in terms of data collection through structural equation modeling. The statistical population of the present study was made up of all the students of the Azad Universities of Tehran province in 2021-2022, all of whom were studying at the undergraduate level. The sampling method was multi-stage cluster sampling. According to the different cities of the province, 5 units of Shahrriar, Rabat Karim, Shahr Quds, Tehran and Islam Shahr were selected through cluster sampling. According to this method, the sampling process in this research is as follows. First, refer to the faculty unit and then according to the fields and classes, a number of them (based on the entry criteria: undergraduate student, consent to participate in the research and exit criteria: non-response) giving the questions of the questionnaires) are selected and tested. Questionnaires were administered to students for 60 days. Klein has proposed a special solution for determining the sample size for studies that use the structural equation modeling method. In his opinion, the minimum ratio of sample size for each estimated parameter is 5 people; A ratio of 10 to 1 is considered more suitable and 20 to 1 is considered desirable. In the assumed model of the current research, according to Klein's point of view, 18 parameters are measured. Therefore, to achieve acceptable results (using the 20 to 1 rule), a sample equal to 350 participants is sufficient. But since there is a possibility that many questionnaires will be incompletely answered, it was decided that at least 400 participants will enter this research and finally 380 questionnaires will be completed completely. In this research, the tools of wisdom (Ardelt, 2003), cognitive abilities (Najati, 2013) and mindfulness (Ryan and

Brown, 2003) were used, all of which had acceptable validity and reliability. In order to analyze the data, structural equation modeling was used with SPSS-V23 and Lisrel-V8.8 software.

Findings: The findings of the research showed that the model has a good fit. Also, the findings showed that cognitive abilities had a direct effect on students' wisdom; The effect of cognitive abilities on wisdom directly ($t = 11.33$ and $\beta = 0.73$) and indirectly cognitive abilities on the wisdom of students through mindfulness was confirmed with 95% confidence.

Conclusion: According to the findings, the results show that increasing the variables of cognitive abilities and mindfulness can be expected to increase wisdom in students. According to the results of the research, it is recommended that cultural planners and educational institutions of the country pay attention and plan to improve the level of mindfulness and wisdom of students, and since mindfulness is one of the variables that are effective in improving wisdom. and it is a skill that has the ability to be taught, it is suggested that future researches be directed to experimental designs related to the training of this skill. Considering the effectiveness of wisdom and wisdom in people's lives and the emerging nature of this concept in psychology, it is suggested to raise awareness and promote the concept of wisdom and provide solutions through media and mass communication tools such as television, radio and virtual social networks, to increase it, be paid.