Generativity and quality of life in rural educators: a scoping review of the evidence in comparison with work and altruistic contexts

Cristian Enrique Gómez Domínguez[1,*], Jesús Francisco Laborín-Álvarez[2], and León Alejandro Cáñez Cota[3]

[1] Universidad de Sonora. Posgrado Integral de Ciencias Sociales (PICS). Campus Hermosillo, Sonora. México.
[2] Centro de Investigación en Alimentación y Desarrollo (CIAD-SECIHTI). Unidad Hermosillo, Sonora. México.
[3] Universidad de Sonora. Departamento de Ciencias Económico-Administrativas. H. Caborca, Sonora, México.

Título: Generatividad y calidad de vida en educadores rurales: una revisión sistemática exploratoria de la evidencia en comparación con contextos laborales y altruistas.

Resumen: *Antecedentes:* La generatividad —preocupación por orientar a las generaciones futuras y contribuir al bienestar social— es un indicador de la calidad de vida en diversos contextos sociales, especialmente entre los educadores rurales que se enfrentan a recursos organizacionales limitados, pero cuentan con un fuerte apoyo comunitario. *Método:* Siguiendo el PRISMA-ScR y utilizando bases como Scopus y Science Direct, esta revisión examina el impacto de la generatividad en la calidad de vida de los educadores rurales, comparándolos con otros contextos laborales y altruistas. Se incluyeron 19 estudios publicados entre 2013 y 2023. *Resultados:* La generatividad está positivamente correlacionada con la satisfacción vital, la satisfacción profesional y el bienestar psicológico en contextos laborales y altruistas. En entornos educativos rurales, donde los profesores se enfrentan a retos únicos y desarrollan fuertes lazos comunitarios, se asocia con la satisfacción personal, la resiliencia, el compromiso comunitario y las prácticas culturales. *Conclusiones:* La revisión destaca la importancia de la generatividad como factor que contribuye a la calidad de vida, especialmente entre los educadores rurales que influyen en los resultados educativos y mantienen la resiliencia comunitaria. Los hallazgos sugieren que fomentar la generatividad a través de programas de desarrollo profesional y compromiso comunitario podría mejorar el bienestar y efectividad de los educadores en entornos rurales con recursos limitados.

Palabras clave: Generatividad. Calidad de vida. Educación rural. Contextos laborales. Bienestar.

Abstract: *Background:* Generativity—the concern for guiding future generations and contributing to societal well-being—serves as an indicator of quality of life in various social contexts. This is especially pertinent among rural educators who may face limited organizational resources but benefit from community support. *Method:* Following PRISMA-ScR guidelines, this scoping review utilized databases like Scopus and Science Direct to explore the impact of generativity on rural educators' objective and subjective quality of life, comparing findings with other work and altruistic contexts. Nineteen studies published in English between 2013 and 2023 were included. *Results:* In both work and altruistic settings, generativity positively correlates with life satisfaction, job satisfaction, and psychological well-being. Specifically, in rural educational environments where teachers face unique challenges yet develop strong community bonds and high subjective well-being, generativity is linked to personal satisfaction, resilience, community engagement, and cultural practices. *Conclusions:* The review underscores the importance of generativity in enhancing quality of life across societal activities, particularly among rural educators who influence educational outcomes and bolster community resilience. These findings suggest that fostering generativity through targeted professional development and community engagement programs could improve educators' well-being and effectiveness, especially in resource-limited rural settings.

Keywords: Generativity. Quality of life. Rural education. Work contexts. Well-being.

Introduction

Quality of life (QoL) comprises objective factors, such as material living conditions, and subjective factors, such as happiness and life satisfaction (Romero & Laborín, 2016). Measuring both factors enables a comprehensive assessment of living conditions and provides information for public policy in all sectors (Diener & Seligman, 2009). Indicators such as the Human Development Index (HDI), the Social Progress Index (SPI), the World Happiness Report, the OECD's Better Life Index (BLI) and the Happy Planet Index (HPI) offer a holistic assessment of well-being by evaluating life expectancy, education, income, basic needs, opportunities, housing, environment, life satisfaction and sustainable wellbeing, thus overcoming the limitations of traditional economic indicators (Morse, 2023).

These indicators highlight the strengths and challenges to support evidence-based policy formulation that balances economic growth, environmental protection and social justice (OECD, 2011). Global studies and case analysis have shown the effectiveness of quality-of-life indicators in optimizing resource allocation for various policies. However, they also show that inequalities in access to key services and goods persist, affecting both objective and subjective quality of life (Adamkovič & Martončik, 2017). Addressing these inequalities will contribute to the development of inclusive policies that promote wellbeing, equity and sustainability (McGregor & Pouw, 2017). While indicators alone do not bring about change, they are important tools to improve policy. Adapting them to the local context and applying them in a sustainable way is critical to promoting significant and lasting improvements in quality of life (Anand & Lea, 2011). These indicators have practical implications for work, altruistic, and educational settings, providing a basis for improving wellbeing at an individual and organizational level through targeted interventions (Andre et al., 2018).

One indicator that has not been sufficiently researched is generativity, a psychosocial stage proposed by Erikson (1950), who defines it as the commitment of adults to guide future generations and create a positive legacy. McAdams and de St. Aubin (1992) proposed a multifaceted model that

* Correspondence address [Dirección para correspondencia]:
Cristian Enrique Gomez. Universidad de Sonora. Posgrado Integral de Ciencias Sociales (PICS). Campus Hermosillo, Sonora (México).
E-mail: cristian.gomez@unison.mx

incorporates cultural, motivational, cognitive, behavioral, and narrative aspects to illustrate generativity.

Studies conducted by these organizations have provided important information to understand how workplace, altruism, and rural education are supported by individual, relational, and organizational factors that promote mentoring, transformational leadership, and knowledge sharing. In the workplace, transformational leadership inspires employees, improves organizational and social well-being, and promotes generativity, leading to purpose, job satisfaction, engagement, and resilience (Den Dekker, 2016). In altruistic environments, volunteering, prosocial motivation and altruistic values enhance generativity by improving social bonding, belonging, self-esteem and life satisfaction, reducing depression and anxiety, and promoting solidarity, social justice and a culture of generativity across organizations (Böckler et al., 2018). In rural schools, generativity encourages participation in extracurricular activities and strengthens relationships between teachers, students and families, fostering belonging and shared purpose. Generative educators can inspire students and promote culturally valuable achievements and social contributions (Thomas & Tee, 2022).

To better understand the intersections of generativity and quality of life in rural education versus work and altruistic contexts, this review applies a scoping methodology that captures different study designs and contexts to provide a nuanced understanding of these concepts in different contexts, support a thorough examination of existing knowledge, identify patterns, and establish a foundation for future research. This scoping review contributes to the field by identifying gaps in the current literature, informing academic research and practical applications, and guiding the development of targeted interventions in rural educational settings. It is anticipated that these findings will support the formulation of policies and practices that promote generativity and improve quality of life, not only in rural education, but also in other work and nonprofit contexts.

General aim

To explore generativity trait and QoL of rural teachers and how this relationship compares to other work and altruism contexts.

Specifically, the following specific aims are:

- To identify and analyze the demographic and contextual characteristics of the included studies, such as context and geographical distribution, as well as number of participants and ages.
- To examine the results of generativity and QoL in work and altruistic contexts.
- To describe the findings of existing studies on generativity and QoL among rural teachers.
- To summarize and compare the findings to derive implications for rural education.

Methods

A search strategy was developed, embodied in the Preferred Reporting Items for Systematic Reviews and Meta-Analyzes extension for Scoping Review (PRISMA-ScR). Multiple sources of information were used and selected manuscripts were manually reviewed independently by three researchers. Studies were subjected to rigorous eligibility and quality checks at the selection and charting methods. Based on the aim of this work and following the charting method proposed by Arksey and Malley (2005) relevant sociodemographic information about participants, methodological approaches and constructs, variables studied, instruments used, analysis modalities, and key generativity and QoL outcomes were selected (Tricco et al., 2018).

Eligibility criteria

Type of context

Studies were included that focused on individuals engaged in working, altruistic and/or volunteering activities, or educational rural contexts. Studies focusing on leisure, political activism and religious activities were excluded. The reason for this is that while the latter can be considered generative acts (prosocial acts), the contexts are not considered formal organizations whose members work under a contract of employment or work performance, as is the case with the social contexts mentioned at the beginning.

Study population

The included studies involved participants working in an organizational setting (e.g., care work, health care, etc.), individuals engaged in altruistic or volunteer activities, or teachers in rural and urban areas. Research that focused on students or mentees, retired educators at all levels, academic staff, individuals with disabilities or chronic illnesses, caregivers of patients with non-professional ties (friendship or kinship), or supplementary caregivers were excluded.

Concepts

Studies were included that examined the relationship between generativity and QoL and its indicators. Generativity is understood as the behavioral tendency to influence future generations through the transmission of knowledge and values (Erikson, 1963; McAdams et al., 1993). QoL, which includes satisfaction with work and life, emotional, physical, and mental well-being, and the quality of interpersonal relationships (Veenhoven, 2000; Diener et al., 1999). Studies that explained generativity and/or QoL as outcome or hypothesis variables were excluded, as were studies that did not explain their relationship. In addition, studies that did not directly address QoL or generativity in the context of formal mentoring activities were excluded, as were studies that fo-

cused on measuring and comparing the relationship between generativity and QoL in fully retired people.

Types of studies

Published peer reviewed articles in English and/or Spanish between 2013 and 2024 were considered. Press articles, books, conference proceedings, literature reviews, dissertations, expert opinions, theoretical studies, and those with secondary data were excluded. All research outside the specified time frame was discarded. Quantitative, qualitative, or mixed-method studies with longitudinal, cross-sectional, pre-experimental, quasi-experimental, and experimental designs were selected.

Search strategy

The search strategy considered the three phases suggested in the Joanna Briggs Institute (JBI) manual, and additional procedures agreed upon by the three mentioned researchers were added (Lockwood et al., 2020).

First, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and Educational Resources Information Center (ERIC) scientific thesauri were reviewed to develop a search equation in English and Spanish for the major terms guiding this investigation. As a result, terms such as life meaning, and prosocial behavior were identified in relation to generativity. Regarding QoL, related terms such as health, personal satisfaction, well-being, life satisfaction, and psychological well-being were identified. In addition, terms were identified from areas such as the work environment (work, occupational, work-life quality), which assesses the quality of work life; altruism (philanthropy, volunteerism), which is directly related to the generativity dimension and reflects an orientation toward the well-being of others; and the education system in rural and urban settings (rural education, teacher) in different contexts, taking into account aspects related to teaching and learning in different geographic settings. This initial search equation is fully represented in the following conceptual map created using Cmap Tools, version 6.04 (see Figure 1). It should be noted that additional concepts were included as they would increase the accuracy of the search.

Figure 1
Conceptual map. Created based on the main concepts of *generativity, **QoL, ***work, ****altruism, and *****education
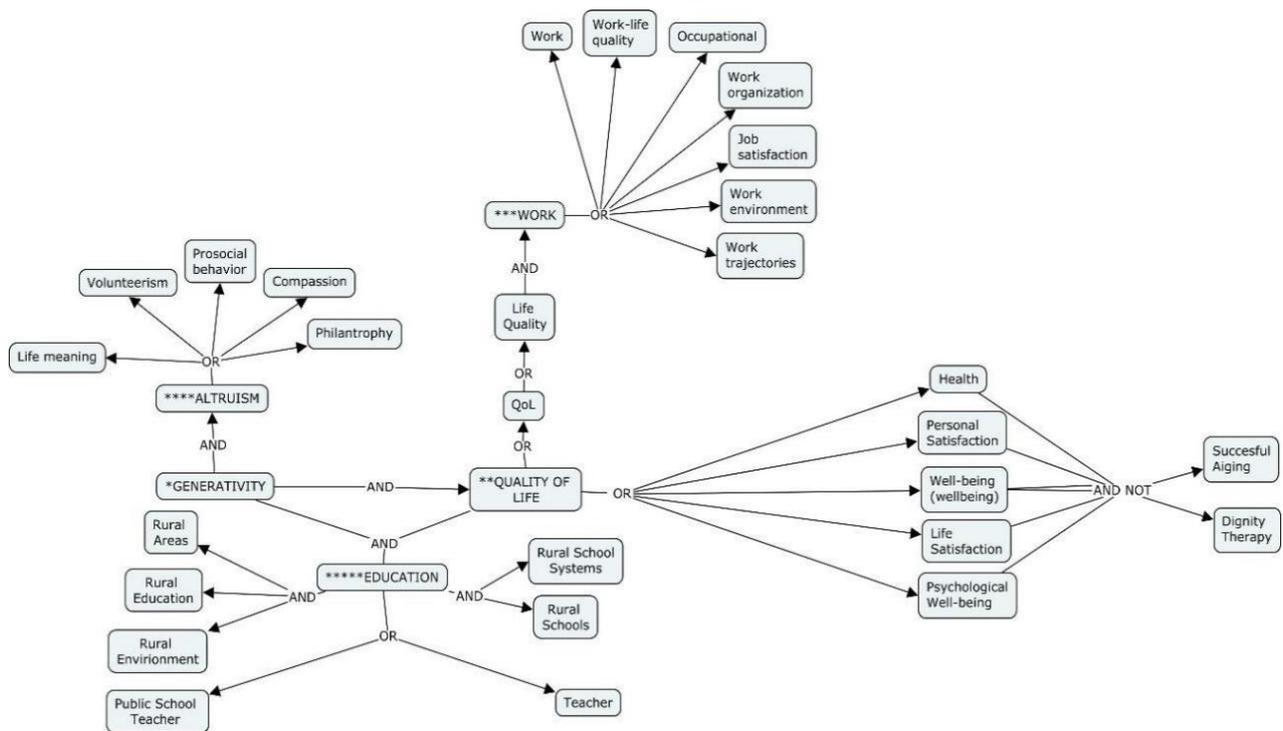
Note. synonyms found in the scientific thesauruses UNESCO and ERIC.

Second, an initial search for English and Spanish language studies was conducted in the Scopus database. The Boolean operators "AND" and "OR" were used in combination with the term's "generativity", "quality of life", "well-being", "life satisfaction", "health", "psychological well-being", "personal satisfaction". In addition to Scopus, the

review of databases such as Science Direct, Sage Publications, Springer Link, Taylor & Francis, Wiley Online Library, and Scielo yielded the following combinations of terms, which produced the best results:

- "generativity" AND "quality of life"
- "generativity" AND "quality of life" OR "well-being" OR "wellbeing"
- "generativity" AND "health" AND "work"
- "generativity" AND "quality of life" OR "psychological well-being" OR "psychological wellbeing" AND "quality of working life"
- "generativity" AND "quality of life" AND "job satisfaction"
- "generativity" AND "quality of life" OR "psychological well-being" OR "psychological wellbeing" AND "quality of working life"
- "generativity" AND "altruism" OR "prosocial behavior" AND "life quality" OR "QoL" OR "well-being" OR "wellbeing"
- "generativity" AND "altruism" OR "compassion" OR "philanthropy" OR "volunteerism" AND "life quality" OR "quality of life" OR "well-being" OR "wellbeing"
- "generativity" AND "QoL" OR "health" AND "teacher".

The stated search strategy was adapted according to the specificities of each database used. The final search, which involved a manual search of the references of included studies and Google Scholar, was performed between September 2023 and June 2024 in the mentioned databases.

Selection of studies

The three researchers examined the titles and abstracts from the studies, setting aside those that failed to demonstrate a link between generativity and aspects of QoL, such as satisfaction with life and work, psychological wellbeing, the quality of working life, job satisfaction, and subjective well-being. If the title and abstract didn't provide sufficient detail to decide, the full text was consulted for a more indepth review. This thorough screening process ensured that only studies relevant to the scoping review's focus on generativity and its impact on QoL were considered for assessment eligibility.

Data charting process

Key data from each manuscript was systematically collected and organized using a specially designed Microsoft Word template (Arksey & O'Malley, 2005). This template was initially crafted and subsequently refined based on discussions held by the research team at the start and midway through the data collection phase.

The information gathered encompassed the study demographics and characteristics (origins of empirical data, au-

thors, year of publication, sample size, type of participant's occupation, and age), key methodological aspects of empirical studies (such as sample sizes, research designs, tools used, etc.), and significant content-related features (including elements from the McAdams and de St. Aubin (1992) framework, the contexts in which generativity was expressed, etc.). Additionally, major findings and conclusions were documented.

Two researchers executed this procedure independently, and any arising differences were thoroughly deliberated until a consensus was achieved. To ensure consistency between the reviewers during the data extraction and charting phase, the mentioned standardized protocol was used. Disagreements were resolved through structured discussion sessions where both reviewers presented their rationale for inclusion or exclusion decisions. The most common areas of disagreement involved the interpretation of generativity measures in different cultural contexts and the classification of quality of life indicators across various professional settings. In cases where the consensus could not be reached through discussion, a third reviewer was consulted to make the final decision.

Synthesis of results

The included studies were grouped into three categories: Work, Altruism (volunteerism), and Urban and Rural Education. These categories are based on four of the six dimensions of Holland (1985) typology: 1. realistic work and 2. conventional work (work domain), 3. social work (altruism/volunteerism), 4. investigative work (urban and rural education domain). Information compiled for each study includes author and year of publication, study design, geographic location, sample and demographic characteristics, measures, and main findings (Popay et al., 2006).

Results

Study inclusion

A total of 165 studies were found, including 57 at Scopus, 25 at Science Direct, 23 at Sage Publications, 20 at Wiley Online Library, 11 at Taylor & Francis, 8 at Springer Link, 3 at Scielo, 10 at Google Scholar and 8 from the cited references of the studies. After removing 17 duplicate studies, the titles and abstracts of the remaining studies were analyzed by the three researchers and 84 studies were excluded, primarily because they did not establish an association between generativity and QoL or its indicators (life and work satisfaction, psychological wellbeing, quality of working life, job satisfaction, and subjective well-being). When the information contained in the title and abstract did not allow the researchers to decide, then the full text was reviewed. This left 64 articles that were eligible for assessment.

Out of the pool of 64 research articles, 45 were excluded based on specified inclusion criteria. The criteria for exclu-

sion encompassed the type of context and study population. Specifically, 9 studies were omitted due to their focus on contexts not aligned with the main research interest; of these, 5 examined populations not involved in professional or formal work settings, including altruistic, volunteer activities, and educational environments in both urban and rural areas. Additionally, research conducted in contexts related to leisure, political activism, and religious activities accounted for the exclusion of 4 studies. Regarding the study population, 10 articles were disregarded. This subset included studies concentrating on students or mentees (3 studies), retired workers or educators across various educational levels (4 studies), informal caregivers with non- professional relationships to patients (1 study), and additional caregivers (2 studies).

In addition, regarding conceptual eligibility criteria, 25 studies were excluded. Out of which 19 studies did not examine the relationship between generativity and QoL and/or its indicators, 5 studies treated generativity and/or QoL dimensions as outcome or hypothesis variables, 1 study treated generativity and QoL or its indicators but did not describe their relationship, another study did not directly address QoL or generativity in the context of formal mentoring activities, and one study measured and compared the relationship between generativity and QoL during and after working life (see Figure 2).

Figure 2
Flowchart of data collection and delimitation of the research corpus
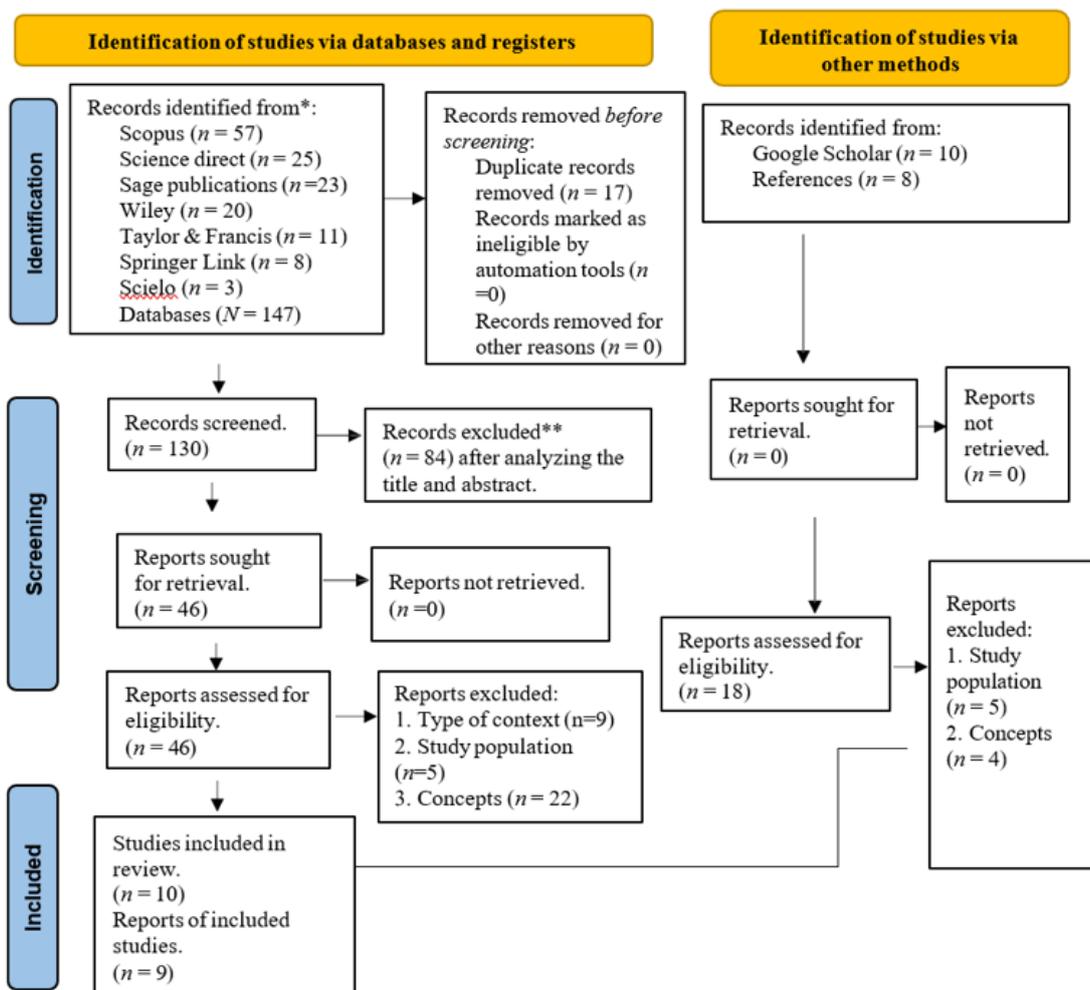
Note: Elaborated by the authors based on PRISMA (Page et al., 2021).

Context of the studies

Figure 3 illustrates the development of publications on the topic of generativity and quality of life from 2013 to 2023. Initially, there was a gradual increase, which peaked in 2019. 67 % of publications focused on work and 33 % on volunteering, indicating a growing academic interest. However, there has been a marked decline in publications since

2020, with an even split between labor and rural education. Notably, from 2022 to 2023, publications on rural education doubled compared to other categories, indicating a shift in research priorities in Latin America.

Throughout the period, the labor context consistently dominated, especially in 2013 and 2018, when it accounted for 100 % of publications, highlighting continued interest. In contrast, little attention was paid to volunteering, which peaked at around 50 % in 2015 and 2017.

Figure 3
Number of publications on generativity and QoL in organizational contexts by year of publication, 2013-2023
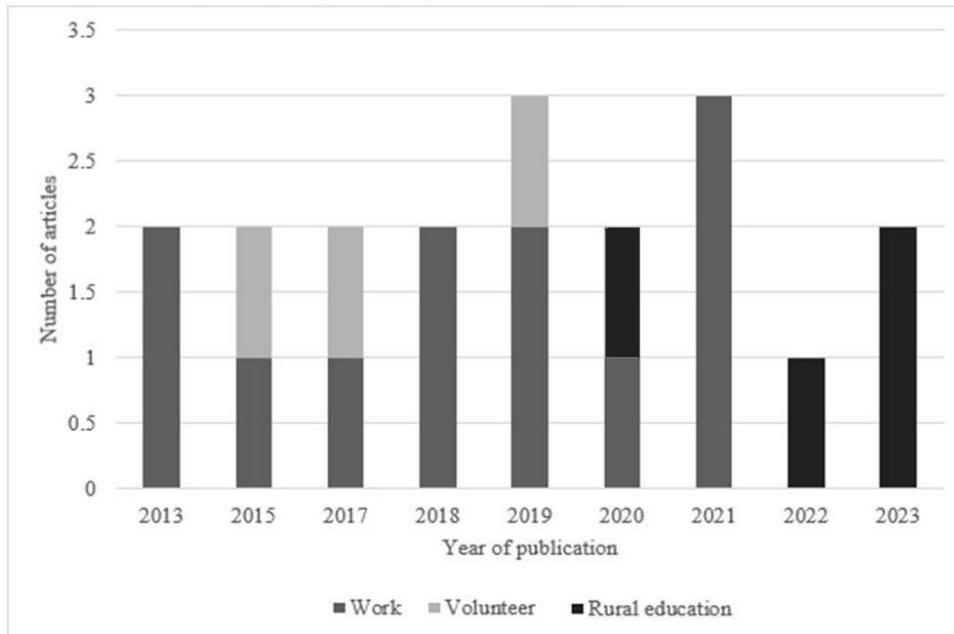
Note: Elaborated by the authors based on the included studies.

Geographical distribution

Research on generativity and QoL within organizational context focuses mainly on the Americas and Europe, each contributing 36.8 % (7 articles). Asia follows with 21 % (4 articles), and Oceania is the least represented with one article (5.2 %). In North and South America, Canada and Chile are represented with three articles each (15.7 % per country), while the United States contributes one article.

In Europe, Germany leads with two articles (10.5 %), while Belgium, the Czech Republic, Spain, the Netherlands and the United Kingdom each contribute one article. The contributions from Asia come from China, Israel, Korea and the Philippines with one article each (5.2 % per country). The only article from Oceania comes from Australia. In contrast to the more even distribution in Asia, the studies are concentrated in certain countries in North and South America and Europe. Table 1 shows significant gaps in the geographical distribution, with Africa and Latin America unrepresented, except for Chile, indicating a gap in the understanding of these contexts.

Table 1
Geographical of the articles on generativity and QoL in organizational contexts

	N	%
Americas:	7	36.8
Canada	3	15.7
Chile	3	15.7
Europe:	7	36.8
Germany	2	10.5
Belgium	1	5.2
Czech Republic	1	5.2
Spain	1	5.2
The Netherlands	1	5.2
United Kingdom	1	5.2
Asia:	4	21
China	1	5.2
Israel	1	5.2
Korea	1	5.2
Oceania:	1	5.2
Australia	1	5.2

Note: Elaborated by the authors based on the included studies.

Characteristics of the Study Population

As shown in Table 2, the sample size ranged from 4 to 1,271 workers, including healthcare workers, educators, police officers, senior managers and bridge workers (temporary jobs after retirement). Age varied, with police officers averaging 33.7 years old and retirees or older adult learners aged 60–90. Retirees in non-profit organizations are on average 68.8 years old, while members of lifelong learning institutes are on av-erage 70 years old. In contrast, participants in sectors such as police and technology were younger, with an average age of 33.7 and 37.3 years respectively. The healthcare and higher education sectors were well represented, such as in Kooij et al. (2013) with 448 healthcare workers and 1,271 non-teaching higher education staff. Less well represented sectors such as bridge and care workers, as well as rural teachers were studied by Mansour and Tremblay (2018), Kim et al. (2020) and Sánchez Henao et al. (2023).

Table 2
Demographic and Contextual Characteristics about Generativity and QoL studies (N = 19)

Types of contexts	Reference	Sample size[a] and occupation	Age(s)[b] and/or (Ranges)
Work			
	Kooij et al. (2013)	n = 448 Healthcare employees; n = 1,271 University employees (not teachers)	Health care $\bar{x}$ = 45.7 (16-64); University $\bar{x}$ = 42.5 (19-67)
	Krumm et al. (2013)	n = 471 Employees from different organizational domains: physical, intellectual, creative, altruistic, leadership and competence, and clerical	$\bar{x}$ = 43.7 (20-66)
	Henry et al. (2015)	(n = 321) Employees from public administration, health care, and education	$\bar{x}$ = 41.1 (22-64)
	James Garcia et al. (2017)	Phase 1: n = 123 People working for a company and professionals Phase 2: n = 168 Working members of a Christian community organization	Phase 1: $\bar{x}$ = 51.2 (40-65) Phase 2: $\bar{x}$ = 51.6 (40-72)
	Mansour and Tremblay (2018)	n = 340 Bridge workers	55-85
	Millová & Blatný (2018)	n = 150 Participants with the following occupational status: high (professionals), medium (service workers), and low (blue-collar and agricultural workers)	In 2013: $\bar{x}$ = 50.2 In 2016: $\bar{x}$ = 54.8
	Chen et al. (2019)	n = 369 Senior executives or professionals	$\bar{x}$ = 43
	Kim et al. (2020)	n = 116 Care workers	$\bar{x}$ = 57.4
	Krahn et al. (2021)	n = 271 Participants. More than half held managerial or professional positions.	$\bar{x}$ = 43 and 50 years old
	Lan et al. (2021)	n = 494 police officers	$\bar{x}$ = 33.7
	Shilo Levin et al. (2021)	n = 654 employees from security, education, high-tech, accounting, technology, consulting, engineering, and human resources	$\bar{x}$ = 37.3
Altruism			
	Pundt et al. (2015)	(n = 661) Retirees working in a non-profit organization	$\bar{x}$ = 68.8
	Yamashita et al. (2017)	n = 277 Members of the Osher Lifelong Learning Institute	$\bar{x}$ = 70
	Tullo et al. (2019)	9 Participants from the Newcastle University Aging Generations Education program	60-90 age range
	Mahoney et al. (2020)	n = 15 mentors from the Men's Shed organization	$\bar{x}$ = 74
Rural education			
	Aparisi et al. (2020)	(n = 834) Middle school teachers	$\bar{x}$ = 45.8
	Sandoval Obando et al. (2022)	n = 12 rural educators	$\bar{x}$ = 60
	Sánchez Henao et al. (2023)	n = 4 rural educators	$\bar{x}$ = 50
	Sandoval Obando et al. (2023)	n = 18 rural educators	$\bar{x}$ = 60

Note: [a] Participants: n = sample size, N = total population. [b] Ages: $\bar{x}$ = mean.

Methodological designs of the included studies

Table 3 shows the different research methods used in the studies. Quantitative methods, especially cross-sectional studies, dominate in the analysis of variable relationships (Kooij et al., 2013; Krumm et al., 2013; Henry et al., 2015), while longitudinal studies investigate changes over time (James Garcia et al., 2017; Chen et al., 2019). Experimental and quasi-experimental designs use mixed methods to evaluate mentoring programs (Mahoney et al., 2020). Qualitative methods such as grounded theory and in-depth interviews (Tullo et al., 2019; Sánchez Henao et al., 2023) provide detailed insights into participants' experiences. Some studies combine quantitative and qualitative approaches for a com-

prehensive analysis (Mahoney et al., 2020). Quantitative studies use statistical tools to explore relationships and validate theories, while qualitative studies use content analysis to identify themes in textual data. Generativity and QoL are defined and operationalized differently depending on the context and objective. Generativity is often measured using the Loyola Generativity Scale, while QoL is assessed using instruments such as the Life Satisfaction Scale. See Table 3 for more details.

Table 3
Methodological designs and data analysis

Type of context	Reference	Methods, designs, variables[a], instruments	Data analysis
Work			
	Kooij et al. (2013)	Quantitative cross-sectional DV = Work engagement M = Subjective general health IV = Chronological age and work motivations Instruments: Utrecht Work Engagement Scale Subjective general health Future Time Perspective Scale	Structural equation modeling Bootstrap analyses
	Krumm et al. (2013)	Work Motivations scale Quantitative cross-sectional DV = Job satisfaction W = Organizational tenure, level of education, gender $C\_$ {age} IV = Needs supply-fit Instruments: Munster Work Value Scale Job Satisfaction Scale	Bivariate correlation Polynomial regression
	Henry et al. (2015)	Quantitative cross-sectional DV = Age bias, turnover intentions M = Quality of intergenerational contact W = Age, gender, education, contract type, working time, industry sector, and working status IV = Opportunities for generativity, opportunities for development Instruments: Generativity and Development Opportunities Scale Intergenerational Contact and Turnover Intention Scale Age Bias Scale	Moderated regression Simple slopes Bootstrapping PROCESS Macro Correlation analysis Analysis of variance Reliability analysis
	James Garcia et al. (2017)	Quantitative longitudinal study (phase 1) and cross-sectional study (phase 2) DV = Insomnia M = Psychological distress W = Generativity IV = Psychological contract breach $C\_$ {Age} Instrument: Psychological Contract Breach General Health Questionnaire Loyola Generativity Scale Insomnia Employee Age	Descriptive statistics Bootstrap mediation analyses
	Mansour and Tremblay (2018)	Quantitative cross-sectional DV = Life satisfaction, innovative work behavior M = Occupational self-efficacy W = Age retirement, gender IV = Blended work availability, opportunities for generativity Instrument: Availability of Blended Work Scale Opportunity for Generativity Scale Occupational Self-Efficacy Scale Life Satisfaction Scale Innovative Work Behavior Scale	Confirmatory factor analysis Structural equation modeling Bootstrap analysis Sobel test

Type of context	Reference	Methods, designs, variables[a], instruments	Data analysis
	Millová and Blatný (2018).	Quantitative longitudinal study DV = Generative concern, generative action IV = Career stability, occupational status, job satisfaction Instruments: Loyola Generativity Scales Generativity Behavior Checklist Bradley Based Stagnation Scale Career stability Occupational Status Job Satisfaction	One-way ANOVA Correlation analysis Linear regression analysis
	Chen et al. (2019)	Quantitative longitudinal study DV = Generativity IV = Intrinsic work rewards, civic engagement, parenting success W = Parental status $C\_$ = {Job security rewards, job paid rewards, occupational prestige, educational attainment, gender, concern for social issues in adolescence, volunteering in adolescence} Instruments: Loyola Generativity Scale Quality of Employment Survey Civic Engagement Mid Life in the United States Survey	Reliability Correlation Regression Moderation Missing data Attrition
	Kim et al. (2020)	Quantitative cross-sectional DV = Job competence IV = Health perception, generativity, wisdom $C\_$ = {work experience, type of working agency} Instruments: Todai Health Index Loyola Generativity Scale Korean Men's Wisdom Scale National Competency Standard	Descriptive statistics T-test ANOVA Pearson's correlation Multiple regression Reliability analysis
	Krahn et al. (2021)	Quantitative longitudinal DV = Generativity IV = Intrinsic work rewards $C\_$ {Civic engagement, parenting satisfaction, occupational prestige, job security, good pay, education, gender} Instruments: Loyola Generativity Scale Intrinsic Work Rewards Civic Engagement Parenting Satisfaction	Descriptive statistics Bivariate correlations Model fit evaluation
	Lan et al. (2021)	Quantitative cross-sectional DV = Generative concern IV = Job burnout M = Subjective well-being W = Family intimacy and adaptability $C\_$ {Age, gender, having children, marital status, income} Instruments: Maslach Burnout Inventory Family Adaptability and Cohesion Scale Loyola Generativity Scale Satisfaction with Life Scale	correlational analysis, Regression-based moderated mediation modeling, Simple slope tests to analyze the hypotheses
	Shilo Levin et al. (2021)	Quantitative cross-sectional DV = Life satisfaction IV = Generativity M = Meaning in work W = Subjective age and chronological age $C\_$ {Gender, managerial level, daily work hours} Instruments: Loyola Generativity Scale Work and Meaning Inventory Satisfaction With Life Scale Subjective and chronological age	Descriptive statistics Conditional process modeling

Type of context	Reference	Methods, designs, variables[a], instruments	Data analysis
Altruism			
	Pundt et al. (2015)	Quantitative cross-sectional DV = Life satisfaction and work satisfaction IV = Motivational goals and occupational characteristics M = Occupational characteristics $C\_$ {age and gender} Instruments: Satisfaction with Life Scale Job diagnostic Survey Achievement Motivation Inventory Fragebogen zur Analyse Motivationaler Schemata Loyola Generativity Scale Job Diagnostic Scale	Descriptive analyses Confirmatory factor analysis Structural equation modeling Bootstrapping
	Yamashita et al. (2017)	Quantitative cross-sectional DV = Formal volunteer participation IV = Generativity motivation index, personal development motivation index, well-being motivation index Instruments: Santa Clara Volunteer Project Survey	Descriptive statistics Exploratory factor analysis Reliability analysis Binary logistic regression models Model building steps
	Tullo et al. (2019)	Qualitative grounded theory Categories or dimensions: Learning Barriers Contribution Instruments: Focus Group 1 was a semi- structured group discussion Focus Group 2 was an open-ended discussion	Initial coding Iterative analysis Categorization Triangulation
	Mahoney et al. (2020)	Mixed methods (QUAN, quasi- experimental + QUAL) QUAN: DV = Generativity and QoL IV = Mentoring program QUAL: Dimensions: Development of the trained mentor, individualized practical experiences, Becoming a part of the Men's Shed, Mutual learning and development Instruments: QUAN = Pre-test and post-test with the following scales: Loyola Generativity Scale and SF- 36 QUAL = In-depth interviews	QUAN = Descriptive statistics, paired samples t-tests, non- parametric Wilcoxon, Effect Size QUAL = thematic analysis
Rural education			
	Aparisi et al. (2020)	Quantitative cross-sectional DV = generativity, self-efficacy IV = emotional intelligence Instruments: Meta-Mood Scale Loyola Generativity Scale General Self-Efficacy Scale	Cluster analysis ANOVA Logistic regression Effect size
	Sandoval Obando et al. (2022)	Qualitative cross-sectional design. Emerged categories: Intrapersonal skills, relational dynamics rural- macro teachers, teacher's family relationships, professional relations. Instrument: In-depth interview.	Content analysis following the logic of grounded theory.
	Sánchez Henao et al. (2023)	Qualitative cross-sectional design. Emerged categories: Life trajectories of teachers, vocational roots, lifestyle, challenges of teaching in the territory, force or energy, relationship with the community, educational purpose of the teacher, the teacher and its generative potential, networking and sharing among the Mapuche community, generative responsibility of the Mapuche. Instruments: In-dept interview	Content analysis under the logic of grounded theory.
	Sandoval Obando et al. (2023)	Qualitative cross-sectional design. Emerged categories: Significant life experiences, pedagogical dimensions of generative development, expansive-generative adulthood, personal training. Instrument: In-depth interview.	Content analysis following the logic of grounded theory.

Note. [a] Variable types: DV = dependent variable, IV = independent variable, M = mediating variable, W = moderating variable, $C\_$ = control variable.

Findings of existing studies on generativity and QoL across work and altruistic contexts

The studies in Table 4 show factors that contribute to generativity in the context of work and altruism. Key factors in the work context include age and experience, with Kooij et al. (2013) and Henry et al. (2015) suggesting that the desire to contribute to future generations increases with maturity. Millová and Blatný (2018) and Chen et al. (2019) found that job satisfaction and intrinsic rewards such as recognition and personal success correlate positively with generativity, suggesting that a rewarding work environment fosters the desire to help others. Mansour and Tremblay (2018) emphasized career self-efficacy and found that confidence in one's own abilities increases generativity and life satisfaction. Millová and Blatný (2018) found that high occupational status is associated with greater generative interest, as positions of responsibility offer more opportunities to influence others and the organization. In altruistic contexts, voluntary participation is crucial. Yamashita et al. (2017) have shown that volunteering strengthens the desire to be generative. Pundt et al. (2015) and Tullo et al. (2019) emphasize generativity as a motivating goal that promotes attitudes and behaviors that improve personal satisfaction and community well-being.

Table 4
Main findings of the studies on generativity and QoL across work and altruistic contexts

Types of contexts	Author(s), year and context	Results[a]
Work		
	Kooij et al. (2013)	Health care and age were positively related to generativity motivation ($\beta = .15$, $p < .01$). Generative motivation was positively related to work engagement in both health care workers ($\beta = .20$, $p < .01$) and university employees ($\beta = .09$, $p < .01$).
	Krumm et al. (2013)	The discrepancy between individual job values and job characteristics reduces job satisfaction. This effect is more pronounced for workers who are 50 years old or older. A larger discrepancy leads to a steeper increase in dissatisfaction (-1.071) compared to (-.592) in other groups.
	Henry et al. (2015)	Age correlated positively with opportunities for generativity ($r = .25$, $p < .01$). Opportunities for generativity positively predicted the quality of intergenerational contact ($b = .22$, $p = .033$). The interaction between opportunities for generativity and age significantly predicted the quality of intergenerational contact ($b = .16$, $p = .020$). The interaction effect between psychological contract breach and generativity on psychological distress was negatively significant ($B = -.51$, $p < .01$). The indirect effect of the opportunity for generativity on life satisfaction through occupational self-efficacy is significant ($\beta = .074$, $p < .05$).
	James Garcia et al. (2017)	Job satisfaction positively predicts generative concern ($B = .291$, $p < .01$). High occupational status also positively predicts generative concern ($B = 6.501$, $p < .01$). There is a negative correlation between job satisfaction and stagnation ($r = -.431$, $p < .01$).
	Mansour and Tremblay (2018)	Generativity at age 43 was positively correlated with intrinsic work rewards ($r = .33$) and civic engagement ($r = .32$), as well as parenting satisfaction ($r = .13$). In regression analysis, both civic engagement ($\beta = .24$) and intrinsic work rewards ($\beta = .26$) were positively associated with generativity at age 43.
	Millová and Blatný (2018).	Generativity of care workers received an average score of 2.75 which reflects a moderately high level.
	Chen et al. (2019)	Generativity was stable between ages 43 and 50, although there was significant underlying variability. The baseline level (age 43) of generativity predicted a decrease in generativity at age 50 ($b = -.47$). Higher baseline levels (age 43) of intrinsic work reward ($b = .15$) and civic engagement ($b = .15$) predicted an increase in generativity between ages 43 and 50. The increase in intrinsic work rewards predicted an increase in generativity ($b = .16$) between ages 43 and 50.
	Kim et al. (2020)	Burnout had a significant negative impact on generative concern ($b = -.259$, $p < .01$). Subjective well-being had a significant positive influence on generative concern ($b = .467$, $p < .01$).
	Krahn et al. (2021)	The interaction between subjective well-being and family intimacy was significant in predicting generative concern ($b = .220$, $p < .01$).
	Lan et al. (2021)	There was a positive direct effect of generativity on life satisfaction (coefficient $c' = .16$, $p = .05$). Indirect effect of generativity on life satisfaction through work meaning (indirect effect $= .26$, $SE = .04$, 95% $CI = .17 - .36$).
	Shilo Levin et al. (2021)	Generativity as a motivational goal was positively and significantly related to life satisfaction ($\beta = .17$, $p < .05$). occupational generativity was positively and significantly related to job satisfaction ($\beta = .21$, $p < .01$).

Types of contexts	Author(s), year and context	Results[a]
Altruism		
	Pundt et al. (2015)	Generativity as a motivational goal positively and significantly predicted perceptions of occupational generativity ($\beta = .42$, $p < .01$), explaining 18% of the variance.
	Yamashita et al. (2017)	The mean score on the generativity scale was 4.92 ($SD = 1.38$) on a scale of 1-7. Participants who volunteered scored higher on generativity ($M = 5.17$, $SD = 1.20$) compared to those who did not volunteer ($M = 4.58$, $SD = 1.46$). Generativity was a significant predictor of participation in volunteering (OR = 1.55; $p < .05$).
	Tullo et al. (2019)	Participants appreciated being able to contribute by sharing their life experiences with younger students and guiding them.
	Mahoney et al. (2020)	The average generativity scores before and after were higher at the end (average 32.5) than at the beginning (average 30.5).
	Aparisi et al. (2020)	Teachers with high emotional attention (5 %), clarity (8 %), and repair (9 %) were more likely to have high positive generativity.

Note. Results[a]: β = beta value, p = p-value, < less than inequality, > greater than inequality, b/B = unstandardized regression coefficient, $\leq$ less than or equal to inequality, r = correlation coefficient, CI = confidence interval, M = mean, SD = standard deviation, C' = sample covariance, SE = standard error, d = difference, % = percentage.

Findings of existing studies on generativity and QoL among rural teachers.

As shown in Table 5, the study by Sandoval Obando et al. (2022) conclude that generativity is related to the personal satisfaction that educators experience when they are committed to the well-being of their community. This suggests that generativity for rural educators is not only an intrinsic disposition but is also reflected in the satisfaction derived from contributing to the well-being of others. Sánchez Henao et al. (2023) found that the desire for generativity combined with strong connections between teachers, students, and the community increased educators' vitality. This study highlights how generativity is fostered and expressed through respect and integration of local cultural practices, enriching feelings of fulfillment and well-being. Sandoval Obando et al. (2023) point out that generative people tend to have greater resilience, characterized by greater flexibility and a better ability to cope with crises, which contributes to higher subjective well-being.

Table 5
Main findings of the studies on generativity and QoL among rural teachers

Type of context	Author(s), year and context	Results
Rural education	Sandoval Obando et al. (2022)	It can be deduced that generativity is intricately linked to the degree of personal satisfaction individuals experience when engaged in tasks or activities dedicated to the betterment of others.
	Sánchez Henao et al. (2023)	The generative desire, coupled with the strong connections formed between the teacher, students, and community, enhances the vitality of the educators. This dynamic is deeply influenced by the emotional aspects of the teachers' QoL, marked by a profound respect for Mapuche's wisdom and the development of emotional ties with the community's customs and practices. These relationships greatly enrich the teachers' sense of fulfillment and well-being.
	Sandoval Obando et al. (2023)	Individuals who are generative often exhibit greater resilience, characterized by a more distinct understanding of life and increased flexibility. This adaptability helps them navigate crises more effectively and contributes to their higher levels of subjective well-being. Spirituality and religiosity may have generative effects on the formation of teacher identity and could potentially serve as predictors of personality traits associated with psychological well-being.

Note. Elaborated by the authors based on the included studies.

Discussion

Overall discussion of generativity and QoL among work, altruistic, rural education contexts

In the workplace, generativity has both positive and negative effects, influencing organizational commitment, job satisfaction, job meaning, self-efficacy, skill development, well-being, fairness, psychological contract breaches, and burnout. Studies by Henry et al. (2015), Kooij et al. (2013) and Krumm et al. (2013) suggest that environments promoting intergenerational interaction and knowledge sharing improves generativity and engagement, especially among older workers.

This aligns with Erikson's psychogenetic theory and the concept of communal generativity by McAdams et al. (1993). Theories such as socioemotional selectivity (Carstensen et al., 1993) and selective optimization by compensation (Baltes, 1987) suggest that older adults focus on emotionally meaningful experiences and positive functioning. Knowledge sharing correlates with higher life satisfaction when generativ-

ity and intergenerational engagement occur in the workplace (Mansour et al., 2018). Autonomy and recognition have been found to predict generativity in the workplace, which is consistent with Maslow's hierarchy of needs (1943) and Diener et al. (1999) theory of well-being, which propose that intrinsic work rewards fulfill esteem needs and support generative goals (Chen et al., 2019; Krahn et al., 2021).

In altruistic and volunteer contexts, individuals in advanced middle age demonstrate generativity through social responsibility, personal development, life satisfaction and well-being, as described by McAdams et al. (1993) as the idea of generativity as a prosocial orientation. This is also supported by the theory of selective optimization (Yamashita et al., 2017; Mahoney et al., 2020).

In rural educational settings, teachers' generativity is influenced by their emotional well-being, self-efficacy and interpersonal relationships, reflecting Erikson (1963) concept of generativity in middle adulthood and McAdams et al. (1993) summary of sharing knowledge and values. Spanish teachers with high emotional intelligence exhibit higher levels of generativity (Aparisi et al., 2020), while Chilean rural teachers adopt generative practices characterized by engagement, positive affect and flexible interactions with students (Sandoval Obando & Calvo Muñoz, 2022), highlighting the importance of emotional intelligence and adaptive pedagogical practices in promoting generativity in education.

Generativity and QoL among rural teachers compared to work and altruistic contexts

Generativity improves quality of life in all contexts, but its impact is especially profound for rural teachers, whose personal satisfaction, well-being and resilience are often shaped by spirituality and cultural practices. For rural teachers, generativity extends to community survival and well-being, adaptability and innovation in teaching, and fostering relationships that support student learning and social development. In other professional settings, generativity is expressed through mentoring, project leadership, and sustainable practices, with a focus on professional success rather than community living.

Sandoval Obando et al. (2023) emphasize the critical role of generativity among rural educators, particularly in promoting respect for Mapuche wisdom and enhancing community emotional development. Generativity bridges generations and enables educators to act as cultural custodians, passing on ancestral wisdom to promote cultural heritage and preserve cultural practices and values. Educators who incorporate generativity improve both educational outcomes and the emotional and cultural well- being of the community by fostering mutual respect and collective caring.

Sandoval Obando et al. (2023) examine how spirituality and religiosity significantly shape the identity and psychological well-being of rural teachers and find that generativity significantly improves rural teachers' crisis management. This mindset gives them meaning and direction and acts as a buff-

er against stress. Motivated by their commitment to the well-being of students and the community, rural teachers often find creative, sustainable solutions to adversity. Generativity is associated with a deeper understanding of life and with flexibility, which are essential for resilience. Educators with a strong generative orientation adapt better to change and maintain a positive attitude in the face of challenges. Generative-oriented teachers experience greater subjective well-being and are better able to cope with crises, as generativity is associated with a sense of purpose and satisfaction when contributing to others and community development. Conversely, teachers with a lower degree of generativity may face more challenges in times of crisis and have a lower sense of subjective well-being.

Implications for QoL across contexts

Integrating generativity into professional development, community engagement and educational practice has significant implications for improving quality of life in different contexts. Adapting professional development programs to the specific needs of different environments, particularly rural education, can improve educators' well-being and resilience. For rural teachers, encouraging generative activities such as mentoring and community leadership can mitigate the challenges of isolation and limited resources and improve their professional identity and overall satisfaction. Incorporating local cultural traditions into curricula not only strengthens teachers' emotional well-being, but also fosters a deeper connection between teachers and their communities.

This cultural integration is especially important in rural areas, where it can help preserve local heritage while enriching educational experiences. Organizational practices that promote generativity, including mentorship programs and community engagement opportunities, are important in fostering a sense of purpose and belonging among employees and volunteers. These practices contribute to psychological and emotional well-being by creating an environment in which individuals feel valued and connected. Cultural and socioeconomic factors play a critical role in shaping generativity and its impact on quality of life. Understanding the influence of cultural norms, spirituality and financial security on generative behaviors is essential for developing targeted interventions to promote resilience and well-being, particularly in disadvantaged and rural communities.

Limitations of the reviewed studies

An important methodological consideration that emerged from this review concerns the variation in measurement instruments used across different contexts and studies. While the Loyola Generativity Scale was commonly employed across many studies, its application and interpretation varied depending on the cultural and organizational context. This raises questions about the cross-cultural validity and contextual appropriateness of standardized generativity

measures. Similarly, quality of life assessment varied significantly across studies, with some employing comprehensive multidimensional scales while others focused on specific indicators such as job satisfaction or life satisfaction. This variation in measurement approaches may introduce systematic biases when comparing results across different contexts and populations. Future research would benefit from developing context-specific instruments or establishing clearer guidelines for adapting existing measures to different cultural and organizational settings. Additionally, the comparability of quality of life scales across different studies remains a concern, as different instruments may capture distinct aspects of well-being that are not directly comparable. These measurement considerations should be taken into account when interpreting the findings of this review and planning future research in this area.

In terms of measured variables and psychometric properties, intergenerational studies emphasize the importance of defining and measuring generativity opportunities in older workers; however, these measures do not adequately account for the perspectives of younger workers. This underscores the importance of examining how young people perceive such opportunities and how they interact with other variables. Although the Generativity Scale focuses primarily on knowledge transfer, it ignores value transfer, indicating an area for improvement in conceptualization and measurement. At the same time, this raises the question of whether the quality of intergenerational contact, based on characteristics such as positivity and willingness to cooperate, is sufficient. It is therefore necessary to address the challenges of this intergenerational dynamic.

On the other hand, certain concepts such as intrinsically rewarding work lack clear definitions, making it difficult to link them to issues such as civic engagement and generativity. The way in which parenting success is addressed, which focuses on parental satisfaction, could also be enriched by considering the qualitative aspects of the parent- child relationship. In terms of problem definition, it should be noted that most studies focus on highly educated populations with a reasonable socio-economic level. Two studies focus on the rural context, which is historically more unequal than the urban context. It is important to consider factors such as age, gender, socioeconomic status and cultural context as these can have a significant impact on the results.

The participants in most studies were randomly selected, which may have limited the generalizability of the results. Therefore, it is important that future research seeks more diverse participant groups, clarifies the sample selection process and critically evaluates its representativeness. In terms of socio-demographic data, some studies do not describe the role of workers in their occupations to better understand the variability of generative motivation. The lack of systematic data on the occupation or age of the participants limits the interpretation of the results.

Recommendations for enhancing generativity and QoL

Future studies should use objective data collection methods, clarify definitions of terms and consider confounding variables in order to gain a comprehensive understanding. Longitudinal studies and experimental approaches are recommended to clarify causal relationships, while intergenerational studies should expand our understanding of intergenerational contact quality and generativity among younger workers in different life stages and cultural contexts. Professional development initiatives in rural education need to address educators' specific needs of educators and promote generativity, cultural integration and psychosocial support to enhance well-being and professional identity. Integrating local cultural traditions into the curriculum and providing mentoring and leadership opportunities in the community can increase resilience and job satisfaction and model positive student behaviors. Technology should be utilized to support generative interactions, especially in rural or remote areas, through online collaboration platforms and professional social networks that connect educators, mentors, and community leaders for collaborative innovation.

Further research should examine the impact of generative practices on resilience and community dynamics in times of crisis, focusing on diverse populations, including educators in rural areas, to develop culturally sensitive policies and practices. Organizations should integrate generativity into their core practices through mentoring programs, recognition of generative contributions, and community engagement opportunities to promote a positive organizational climate. Generativity programs must be culturally sensitive and contextually relevant and include tools to measure generativity that reflect cultural differences and ensure inclusivity and diversity. Advancing the study of generativity and quality of life requires robust methodologies, tailored training programs and the strategic use of technology to promote generative behaviors and create a supportive environment that enhances individual and collective well-being.

Conclusions

To conclude, we have examined the role of generativity in improving the quality of life through work, education and altruism, thus confirming its importance for human development. Generative activities benefit individuals and their communities. However, the expression and effects of generativity vary from context to context, requiring context- specific strategies to promote it. The predominance of cross-sectional studies limits causal conclusions and emphasizes the need for longitudinal and experimental research to shed light on the long-term dynamics of generativity. Furthermore, the lack of geographical and cultural diversity in the samples studied underscores the importance of conducting research in a broader range of contexts. This review emphasizes the value of generativity in human development and quality of life

studies while advocating for rigorous and culturally inclusive methods to develop policies and practices that promote human well- being through generativity. Finally, we hope that this overview will provide elements and ideas for future research. It will also be a source of inspiration for students and academics in the field of behavior to examine the construct from a holistic and ecological perspective of personal development.

Complementary information

References

Adamkovič, M., & Martončik, M. (2017). A review of consequences of poverty on economic decision-making: A hypothesized model of a cognitive mechanism. *Frontiers in Psychology*, *8*, 1–13. https://doi.org/10.3389/fpsyg.2017.01784

Anand, P., & Lea, S. (2011). The psychology and behavioural economics of poverty. *Journal of Economic Psychology, 32*(2), 284–293. https://doi.org/10.1016/j.joep.2010.11.004

Andre, L., van Vianen, A. E. M., Peetsma, T. T. D., & Oort, F. J. (2018). Motivational power of future time perspective: Meta-analyses in education, work, and healh. *PloS ONE*, *13*(1), 1-45. https://doi.org/10.1371/journal.pone.0190492

*Aparisi, D., Granados, L., Sanmartín, R., Martínez-Monteagudo, M. C., & García- Fernández, J. M. (2020). Relationship between emotional intelligence, generativity, and self-efficacy in secondary school teachers. *Sustainability*, *12*(10). https://doi.org/10.3390/SU12103950

Arksey, H., & O'Malley, L. (2005). Scoping studies: towards a methodological framework. *International Journal of Social Research Methodology 8*, 19–32. https://doi.org/10.1080/1364557032000119616

Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental Psychology*, *23*(5), 611-626. https://doi.org/10.1037/0012-1649.23.5.611

Böckler, A., Tusche, A., Schmidt, P. & Singer, T. (2018). Distinct mental trainings differentially affect altruistically motivated, norm motivated, and self-reported prosocial behaviour. *Scientific Reports, 8*, 13560. https://doi.org/10.1038/s41598- 018-31813-8

Carstensen, L. L., Fung, H. H., & Charles, S. T. (2003). Socioemotional selectivity theory and the regulation of emotion in the second half of life. *Motivation and Emotion*, *27*(2), 103-123. https://doi.org/10.1023/A:1024569803230

*Chen, J., Krahn, H. J., Galambos, N. L., & Johnson, M. D. (2019). Wanting to be remembered: Intrinsically rewarding work and generativity in early mid-life. *Canadian Review of Sociology / Revue canadienne de sociologie, 56*(1), 30–48. (1), 30–48. https://doi.org/10.1111/cars.12228

Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin, 125*(2), 276–302. https://doi.org/10.1037/0033-2909.125.2.276

Diener, E., & Seligman, M. E. P. (2009). Beyond money: Toward an economy of well- being. In E. Diener (Ed.), *The science of well-being: The collected works of Ed Diener* (pp. 201–266). Springer. https://doi.org/10.1007/978-90-481-2350-6

Den Dekker, W. (2016). *Global mindset and cross-cultural behavior: Improving leadership effectiveness*. Palgrave Macmillan.

Erikson, E. H. (1950). *Childhood and society*. Norton & Company.

Erikson, E. H. (1963). *Childhood and society* (2nd ed.). W. W. Norton & Company.

*Henry, H., Zacher, H., & Desmette, D. (2015). Reducing age bias and turnover intentions by enhancing intergenerational contact quality in the workplace: The role of opportunities for generativity and development. *Work, Aging and Retirement, 1*(3), 243–253. https://doi.org/10.1093/workar/wav005

Holland, J. L. (1985). *Making vocational choices: A theory of careers*. Prentice Hall.

*James Garcia, P. R. J. M., Bordia, P., Restubog, S. L. D., & Caines, V. (2017). Sleeping with a broken promise: The moderating role of generativity concerns in the relationship between psychological contract breach and insomnia among older workers. *Journal of Organizational Behavior, 39*(3), 326–338. https://doi.org/10.1002/job.2222

*Kim, H. K., Park, C. H., & Lee, N. Y. (2020). Effects of Health Perception, Generativity and Wisdom on Job Competency of Korean Care Workers. *Medico-Legal Update, 20*(2). https://doi.org/10.37506/mlu.v20i2.1199

*Kooij, D. T. A. M., de Lange, A. H., Jansen, P. G. W., & Dikkers, J. S. E. (2013). Beyond chronological age. Examining perceived future time and subjective health as age- related mediators in relation to work-related motivations and well-being. *Work and Stress*, *27*(1), 88–105. https://doi.org/10.1080/02678373.2013.769328

*Krahn, H. J., Johnson, M. D., & Galambos, N. L. (2021). Intrinsically rewarding work and generativity in midlife: The long arm of the job. *Work and Occupations, 48*(2), 184–206. https://doi.org/10.1177/0730888420964942

*Krumm, S., Grube, A., & Hertel, G. (2013). No time for compromises: Age as a moderator of the relation between needs-supply fit and job satisfaction. *European Journal of Work and Organizational Psychology, 22*(5), 547-562. https://doi.org/10.1080/1359432X.2012.676248

*Lan, X., Liang, Y., Wu, G., & Ye, H. (2021). Relationships Among Job Burnout, Generativity Concern, and Subjective Well-Being: A Moderated Mediation Model. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.613767

Lockwood, C., Porritt, K., Munn, Z., Rittenmeyer, L., Salmond, S., Bjerrum, M., Loveday, H., Carrier, J., & Stannard, D. (2020). Systematic reviews of qualitative evidence. In E. Aromataris & Z. Munn (Eds.), *JBI manual for evidence synthesis*. JBI. https://doi.org/10.46658/JBIMES-20-03

Thomas, L. D. W., & Tee, R. (2022). Generativity: A systematic review and conceptual framework. *International Journal of Management Reviews, 24*(2), 255–278. https://doi.org/10.1111/ijmr.12277

*Mahoney, N., Wilson, N. J., Buchanan, A., Milbourn, B., Hoey, C., & Cordier, R. (2020). Older male mentors: Outcomes and perspectives of an intergenerational mentoring program for young adult males with intellectual disability. *Health Promotion Journal of Australia*, *31*(1), 16–25. https://doi.org/10.1002/hpja.250

*Mansour, S., & Tremblay, D. G. (2018). Blended work and opportunities for knowledge sharing: human resource management practices to increase innovative work behaviour and life satisfaction of bridge workers. *International Journal of Knowledge-Based Development, 9*(4).

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370–396. https://doi.org/10.1037/h0054346

*Millová, K., & Blatný, M. (2018). Objective and subjective work characteristics and their relation to the successful development of adults in a society after a macrosocial transition. *Studia Paedagogica, 23*(2), 59–75. https://doi.org/10.5817/SP2018-2-5

Morse, S. (2023). Quality of life, well-being and the Human Development Index: A media narrative for the developed world? *Social Indicators Research, 170*, 1035–1058. https://doi.org/10.1007/s11205-023-03230-6

McAdams, D. P., & de St. Aubin, E. (1992). A theory of generativity and its assessment through self-report, behavioral acts, and narrative themes in autobiography. *Journal of Personality and Social Psychology, 62*(6), 1003–1015. https://doi.org/10.1037/0022-3514.62.6.1003

McAdams, D. P., de St. Aubin, E., & Logan, R. L. (1993). Generativity among young, midlife, and older adults. *Psychology and Aging, 8*(2), 221–230. https://doi.org/10.1037/0882-7974.8.2.221

McGregor, J. A., & Pouw, N. (2017). Towards an economics of well-being. *Cambridge Journal of Economics, 41*(4), 1123-1142. https://doi.org/10.1093/cje/bew044

OECD. (2011). *How's life?: Measuring well-being*. OECD Publishing. http://dx.doi.org/10.1787/9789264121164-en

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo- Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ, 372*, n71. https://doi.org/10.1136/bmj.n71

Popay, J., Roberts, H., Sowden, A., Petticrew, M., Arai, L., Rodgers, M., & Britten, N. (2006). *Guidance on the conduct of narrative synthesis in systematic reviews: A product from the ESRC Methods Programme* (Version 1). ESRC Methods Programme. https://doi.org/10.13140/2.1.1018.4643

*Pundt, L. M., Wöhrmann, A. M., Deller, J., & Shultz, K. S. (2015). Differential predictors of post-retirement life and work satisfaction. *Journal of Managerial Psychology, 30*(2), 216–231. https://doi.org/10.1108/JMP-08-2012-0250

Romero, M. A., & Laborín, J. F. (2016). Calidad de vida en docentes de educación pública superior [Quality of life in public higher education teachers]. *Revista Educación y Humanismo, 18*(31), 205–224. http://dx.doi.org/10.17081/eduhum.18.31.1375

*Sánchez Henao, S., Huanquilén Ancan, E., Sandoval-Obando, E., & Carter-Thuillier, B. (2023). Generativity and rural teacher identity in a Mapuche community of Toltén (Chile): An exploratory study. *Journal of Higher Education Theory and Practice, 23*(13). https://doi.org/10.33423/jhetp.v23i13.6319

*Sandoval Obando, E. E., Pareja-Arellano, N., Hernández-Mosqueira, C., & Riquelme- Brevis, H. (2023). What do we know about rural teaching identity? An exploratory study based on the generative-narrative approach. *Journal of Pedagogy, 14*(2), 97–122. https://doi.org/10.2478/jped-2023-0013

*Sandoval Obando, E., Pareja Arellano, N., Acevedo-Duque, Á., Riquelme-Brevis, H., Hernández-Mosqueira, C., & Rivas-Valenzuela, J. (2022). Understanding the relational dynamics of Chilean rural teachers: Contributions from a narrative- generative perspective. *Sustainability, 14*(8386). https://doi.org/10.3390/su14148386

*Shilo Levin, S., Shrira, A., & Hoffman, Y. (2021). Feeling older can be advantageous: A study on generativity, meaning in work and life satisfaction in Israeli workplaces. *Journal of Happiness Studies, 22*(7), 2873–2887. https://doi.org/10.1007/s10902- 020-00344-3

Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., Moher, D.,

Peters, M. D. J., Horsley, T., Weeks, L., Hempel, S., Akl, E. A., Chang, C., McGowan, J., Stewart, L., Hartling, L., Aldcroft, A., Wilson, M. G., Garritty, C., Lewin, S., … Straus, S. E. (2018). PRISMA Extension for Scoping Reviews (PRISMA-ScR): Checklist and explanation. *Annals of Internal Medicine, 169*(7), 467–473. https://doi.org/10.7326/M18-0850

*Tullo, E. S., Wakeling, L. A., & Elliott, A. (2019). Impacts on older people contributing to an intergenerational course about aging. *Journal of Intergenerational Relationships, 17*(3), 327–339. https://doi.org/10.1080/15350770.2018.1535354

Veenhoven, R. (2000). The four qualities of life: Ordering concepts and measures of the good life. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being, 1*(1), 1–39. https://doi.org/10.1023/A:1010072010360

*Yamashita, T., López, E. B., Soligo, M., & Keene, J. R. (2017). Older life-long learners' motivations for participating in formal volunteer activities in urban communities. *Adult Education Quarterly, 67*(2), 118–135. https://doi.org/10.1177/0741713616688957