Journal of Education and Practice
ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
Vol.11, No.18, 2020

The Level of Mindfulness and its Relationship with the Psychological Resilience among the Psychological Counseling Students in the Jordanian universities

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Abstract

This study aimed to find out the level of Mindfulness and the level of psychological resilience among undergraduate students in psychological counseling in Jordanian universities, as well as exploring the correlation between Mindfulness and psychological resilience. The sample of the study consisted of (763) male and female students from the undergraduate students in psychological counseling. In order to achieve the goals of the study, the psychological resilience scale was developed, and the use of the Mindfulness scale developed by salahat and the zoghol (2019), The results showed that the arithmetic mean of the Mindfulness scale is mean as a whole over its five dimensions, where it came first in the dimension of Observing with a high mean , and secondly the dimension of (non-judging the internal experience) at an mean level, and in the third rank the dimension of Non reactivity with the internal experience at an mean level, and the fourth rank is the Dimension of Describing At an intermediate level, and finally, Dimension of Acting With Awareness work was at an intermediate level. The results also showed that the psychological resilience as a result is high as a whole, the personal competence dimension came first with a high level, the second dimension is Reflecting and adaptive help-seeking as well as a high level, and the third dimension is Perseverance with a high level, while the fourth dimension Negative affect and emotional response came at an mean level, and as The results showed that there was no negative statistically significant relationship between Mindfulness and psychological resilience

Key words: Mindfulness, psychological resilience, psychological counseling students

DOI: 10.7176/JEP/11-18-14

Publication date: June 30th 2020

Introduction and Theoretical Framework

As life goes on so fast With easy access to many aspects of it at the touch of a button, and the increased use of technology and electronic media anywhere and anytime, one has become more engaged in his affairs and interests and immersed the world around him, with a lot of feeling exhausted and internal exhaustion.

in a world where everything is moving fast, and one takes in it more than they can handle or deal with, It is important to wait for us to be with ourselves for a moment, away from the negative thoughts, emotions and feelings that may possess us. Which can translate into negative behaviors that harm us or others? This moment may be manifested in the form of Mindfulness.

University students may face different types of pressure or problems, Such as financial instability, the need to develop identity, and to meet academic requirements and parent expectations (Kadison & Geronimo, 2004). When these pressures are not dealt with effectively, they may lead to many negative health effects, whether physically or mentally. Excessive stress and anxiety are among the main dilemmas on campus today, and the proliferation of problems such as poor academic performance, illness, attrition, and depression (Hughes, 2005; Oman et al., 2008; Draper-Clarke & Edwards, 2016; Kerrigan et al., 2017).

The life of undergraduates can be stressful and stressful (Hurst, Baranik, & Daniel, 2013) and full of anxious and distracting stimuli, although stress may in some cases be positive and easily grow (Beck & Verticchio, 2014).

As mentioned in a book entitled College of Heaviness: The mental health crisis on campus and what to do about it about the difficulties that students face at the university, there are many common pressures faced by university students, such as the factors of identity development, housing problems, academic pressure, extracurricular requests, parents' expectations, and ethnic and cultural differences that Affecting self-esteem, the university, for many, is the first time that young people become independent and face new situations and lifestyles, yet it is very easy to take these positive changes or opportunities and turn them into an endless cycle of ongoing tribulations and hardships (Kadison & Di Geronimo, 2004).

However, this does not mean that the students leave the university this tension and sources of anxiety and dispersion control of their lives, but they need to develop the attributes and do practices - as in Mindfulness - not only enables them to stress management and stress relief, but also improve their memory and level of concentration, performance and achievement Academic, and thus academic attainment and strengthening their psychological well-being.

Over the past two decades, Mindfulness-based interventions (MBIs) to relieve stress and anxiety while improving focus and awareness (Bamber & Morpeth, 2019; Demarzo et al., 2014) have grown in popularity and have been used in many colleges in the hope of reducing negative symptoms and psychological symptoms, and increasing achievement Academician (Yamada and Victor 2012; Bond et al. 2013;).

Mindfulness means "the consciousness that derives from the intended attention, at the present time and without a judgment to

live the experience, moment by moment" (Kabat-Zinn, 2003); That is, the ability to pay attention to any experience - positive, negative or neutral - Bazan (Neff & Dahm, 2015). It is described as a condition or trait in which individuals become increasingly aware and alert to the moment, and includes specific characteristics such as acceptance or the ability to describe an inner experience at the moment it occurs (Bluth & Blnton, 2014), which is also a physical-mental exercise that creates a psychological change represented by increased awareness Ideas, feelings and sensations at the moment (Naik, Harris & Forthun, 2013), which may include breathing awareness, yoga and body awareness, or body scanning. In addition, it may come in the form of an intervention that refers to a program or a series of sessions that The individual is taught the techniques of Mindfulness, and is encouraged to develop a daily exercise (Bluth & Blnton, 2014).

Mindfulness over time can help realize the distance between noticing experiences and responding to them, by allowing the individual to deliberate and monitor his mental processes, and thus making more deliberate decisions (Black, 2010), increasing the ability to focus attention on one subject, and ignore information that is dispersed Attention (Moore & Malinowski, 2009). In addition to its benefits on the cognitive, social and psychological level, for students, such as improvements in working memory, attention, cognitive and social skills, emotional organization and self-esteem, improvements in mood, reduced anxiety, stress and fatigue (Ludwig & Kabat-Zinn, 2008; Ruff & Mackenzie, 2009), and an increase Mental clarity, emotional intelligence and the ability to deal with stress and self-awareness, and enhance met cognitive awareness and attendance capabilities through gains in working memory and reduced rumination (Davis & Hayes, 2011). This can carry an indication that focusing on the present moment is a good way to reduce preoccupation with the future, concerns for success or work or disturbing events, which may enable the feeling of interesting things as they happen, and fully engage in activities with the ability to deal with negative events Effective or stressful, and build deeper connections with others; This can contribute to improving mental and physical health.

Psychological resilience means showing relatively good outcomes given exposure to harsh and difficult conditions (Rutter, 2006), or “the ability of the dynamic system to withstand or recover from major threats to its stability, viability, or development or development” (Masten, 2011, p. 494) .

The individual's interest in these two areas means the ability to recover from painful life events while increasing knowledge to adapt to similar negative situations in the future, thus raising the level of Mindfulness. Hence, knowledge of the factors that lead to the promotion of Mindfulness is necessary in order to pay attention to its development and promotion among students, which is what the current study seeks to reach, specifically for undergraduate students in psychological counseling in Jordanian universities.

Mindfulness has its roots in Eastern Buddhist traditions and has been increasingly consumed for forty years in the West (Williams & Kabat-Zinn, 2013); Research has shown that Mindfulness training, in the form of meditation, was an important part of the Asian and Buddhist culture in the Millennium (Kabat-Zinn, 2005). The ancient Chinese philosophy of Taoism Qing - first appeared more than 2,000 years ago - incorporated many elements associated with complete mental awakening Such as: attending consciousness moment by moment, acceptance without giving judgment, and "Taoism Qing" describes Mindfulness as "the ideal spiritual pathway" is a life in which the soul lives far from expectations and standards, and is called to live spontaneously without making it because it is a simple, natural and consistent way of being All this allows life to lead its natural way, just as it has proven an effective way to improve attention and make it part of all aspects of life (Kapat-Zinn, 2003).

The origins of the word Mindfulness are due to a translation of the English word (sati) in the sense of remembering, attention and awareness, and the first translation of the word Sati to the word Mindfulness appeared in 1921 AD. (Davis & Hayes, 2011; Grossman & Van Dam, 2011, Nyanapoika, 1973).

Being "alert", or consciously present at the present time, is an approach that humans have within themselves by nature. People tend to become calmer, more open to their surroundings and learn to understand and observe, leading to better decisions. (Flaxman & Flook, 2012)

There are many definitions that dealt with the concept of mental awakening, so every researcher knows it according to the theoretical framework that he adopts and believes in, in spite of its Indian linguistic origins, the researchers have endeavored to provide a definition that shows what is meant by the term Mindfulness.

Among these definitions is the definition of Langer as being flexible in the mind that makes it open to all that is new, it is an activity to create something new by focusing on current experiences. (Langer, 1987)

Kisa and Malinowski also defined her as noting the thoughts and emotions that are included in an individual's consciousness, and are not expanded or evaluated, with attention being directed toward breathing at the present time (Chiesa & Malinowski, 2011).

Mindfulness is the awareness of the self and the environment today without judging or interacting unintentionally, as well as being able to describe a person's personal experience (Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006).

We note from the previous definitions that Mindfulness consists of several dimensions, the focus will be on the dimensions mentioned (Bear et al, 2004):

Describing: It is the ability of an individual to express and describe his feelings and inner experiences and translate them linguistically and in appropriate words; Observing: It is the individual's focus and attention and a note of his internal and external experiences, for example attention to sounds, smells and emotions as well as knowledge; Acting With Awareness: Although the activities of the individual differ with automatic behavior and focus his attention on something else, awareness

is that the individual is present in the activities of the vessels in spite of the focus of attention he has in another place; non-issuance of judgments (Non Judging): It is that the individual is neutral on his internal thoughts and feelings, and he does not judge them; Non reactivity: is the individual's freedom to free thoughts and feelings and allow them to appear without being preoccupied with, judged, evaluated, or interacted with, but rather their focus remains at the present moment.

As May mentioned seven principles of mental awakening are: not to rush to judge oneself or the other or events upon their occurrence, to cultivate patience in oneself and the other, to enjoy the novelty of every moment, to trust in oneself and to have special feelings, not to seek errors and focus on what is right, accept The events are the same as they are and not as others portray them to us. These principles, if the individual is involved in it, will stimulate the mind, reduce pressure on the individual, and work to build the capabilities of the individual. (in: Bernay, 2009,4).

Theories explaining Mindfulness:

The theories explained by mental awakening have varied and varied according to the multiplicity of scientists and researchers in this matter, as each of them strived to explain Mindfulness based on the direction adopted by the owner of the theory, and the following are the most prominent of these theories:

(1) Langer's Theory of Mindfulness :

Yen Langer called the mindfulness mother as she presented a lot of important work in this field and formulated her theory (Langer's Theory of Mindfulness), in which she studied the contradictory behavior of mental awakening called mindlessness, she believes in the possibility of Mindfulness in searching for the distinguishing signs between similar stimuli, when doing Individuals in this process lead to several results, which is opening up to new information, raising awareness and improving it, and the ability to find various solutions to solve one problem (Langer & Moldoveanu, 2000).

(2) Mindfulness Based Stress Reduction (MBSR:

The effect came in 1979 when American molecular biologist John Kabat-Zinn introduced the Mindfulness Based Stress Reduction Program (hereinafter referred to as Mindfulness Based Stress Reduction) MBSR, an eight-week workout program . The program was originally developed to generate a stress-reduction tool for people with chronic diseases who practice sessions ranging from two to three hours. Since then, academic interest in mindfulness has exploded, as it is a program that needs extensive training in meditation, training in Mindfulness, and training in yoga exercises. These exercises are for meditation practices such as meditation while sitting, bathing, walking, and Mindfulness in the activities of daily life and the individual must train daily to benefit from awareness In the body, thoughts, and change the way an individual thinks, making them more dependent, dependent, and open to experiences (Brown et al. 2007).

Young (2013) suggested a triple-minded model:

This consists of three skills that contribute to the exercise of Mindfulness and are developed through them:

Focus: By beginning to notice the location of attention, individuals can become aware of the ability or the lack of the ability to focus. As closely related to the moment, it is noted that the effectiveness increases with increasing focus.

Sensory clarity: the ability to perceive a direct sensory experience, without falling into thoughts and judgment about experience. This creates "mental space" to enable effective responses, rather than repeating interactive habits, such as anger and suddenly responding to someone.

Balance: a state of inner equilibrium in which there is no combat against or suppression of experience, but also no strong alignment with it. In response to an unpleasant experience, for example receiving criticism from a dear person, the individual may try to suppress or deny the experience, which can prolong the anguish and increase the alienation of the person who directed the criticism. If the experience is fun, for example going on vacation, one might try to stick to that experience when returning to work, which results in a permanent desire for an experience that is no longer available. This causes tension in the body and mind. Balance implies accepting the ever-changing nature of experiences, from pleasant to unpleasant, while neither resisting nor clinging to these experiences. While it is useful to consider the skills and attitudes underlying mindfulness, it is important to note that focus, sensory clarity and balance are not prerequisites for exercising mindfulness. When the individual begins to develop mindfulness, they become aware of how distracted they are and how much they catch up with in their mental dialogue. This increased awareness is an important stage in becoming aware.

Second: Psychological Resilience

The concept of psychological resilience and its definitions:

Positive psychology is a thriving field of psychology, which includes the study of positive personality traits and psychological well-being is one of those traits, and it is defined as the ability to recover and restore the original form after trauma and since it can be difficult to move to college for many students, Which made psychologists wonder what helps a person to overcome the shift and pressure in general? This led to the emergence of research that showed the role of psychological resilience and why it has an essential role to overcome difficulties, which increased the interest of scientists in the concept of psychological resilience and more importantly, it is learned as a feature that can be learned, despite this interest, but research neglected the ways in which adults understand psychological resilience and how to use it in Dealing with the difficult tasks of moving to university (Himmel, 2015).

Lethand defines her as the ability to succeed in returning after being harassed by problems or unforeseen obstacles to success (Luthans, 2002).

Academic psychological well-being is defined as an increased likelihood of (academic) success despite environmental adversities (Wang et al, 1994).

Although the definition of psychological wellness appears to be varied, most definitions of psychological resistance are characterized by adaptive, wise, and innovative enabling responses to adversity, threat, or challenge as an essential component. As such, psychological well-being is a desirable and useful asset, strength, quality, characteristic or process that is likely to positively influence the aspects of an individual's performance, achievement, health, and well-being (Bartley et al., 2010).

Waxman and Walkland observed that psychological resilience refers to factors and processes that limit negative behaviors associated with stress and lead to adaptive outcomes in the presence of adversity. They discuss the value of psychological immunization studies that determine the differences between students who acquire psychological well-being and students who do not have psychological well-being and that focus on changeable factors to design more effective educational interventions. They suggest that focusing on educational psychological well-being and those factors that can be changed to enhance psychological well-being may help address the achievement gap between successful students and those at risk of failure (Waxman et al, 2003), (Wagnild, 2009).

Psychological resilience has many effects, such as mitigating the negative effects of stress, promoting adaptation, and developing effective coping skills with stress and adversity (Ahern, Kiehl, Sole, & Byers, 2006). Many researchers also believe that psychological resilience can be enhanced because it is not only a solid personality trait that some individuals possess, but rather is the result of the development of protective factors (Reivich & Shatte, 2002).

People with psychological well-being are usually characterized by optimism, positive coping, and severity, and these characteristics are associated with better physical and mental health outcomes (Connor & Davidson, 2003) and more positive adaptive behaviors point to negative life events. Compared to young adults with low levels of resilience, people with high levels of psychological resilience are less likely to develop mental health problems, personal conflicts, behavioral disorders, and poor academic performance (Rew et al., 2001).

Empirical evidence suggests that psychological well-being is based on a variety of genetic factors (Caspi et al. 2003), and biological factors Charney 2004; Morgan et al. 2002), environmental factors (Haskett et al. 2006; King et al. 1998) and psychological (Campbell-Sills et al. 2006; Tugade and Fredrickson 2004) and environmental factors (Haskett et al. 2006; King et al. 1998).

According to Bernard (1995), the personal protective factors for psychological well-being are social competence, problem-solving skills, autonomy, sense of purpose and future, and high positive expectations. The more resources young people have to take advantage of in times of stress, the better their chances of dealing with difficulties more effectively.

Flash theory of psychological well-being:

Flash theory (Flach, 1989) which focuses on the "Law of Turmoil and Reintegration" has assumed that temporary challenges are good opportunities to deal with old wounds, to discover new coping mechanisms, and to reorganize an individual's view of everyday life in general, which could allow the restoration of Shaping his worldview and self in the light of the symmetrical equilibrium process. Flach theory assumes that temporary challenges represent good opportunities to deal with old harm, discover new coping mechanisms, and reorganize an individual’s perspective of life in general. This process is called reintegration and involves reshaping the view of the world and itself. Individuals rebuild their lives and their balance, by solving problems and looking at the situation from a different perspective. Each individual has a unique time frame for the reintegration process that depends not only on the level of distress caused by the event of life, but on the ability of that individual and the attributes they possess (Flach, 1989).

In a study by Bodenlos et al., 2015 aimed at testing the relationship between the five faces of Mindfulness and mental and physical health among university students, the study sample consisted of (310) male and female students (211) female and (99) male students. The baccalaureate in the United States of America the results showed a negative relationship of statistical significance between after observation and physical health and the presence of a positive relationship of statistical significance between the two dimensions of Mindfulness (work consciously and not judging internal experience) and emotional well-being and the presence of a positive statistical relationship with between after not judging experience The interior, social performance, and the presence of a statistically significant difference between the lack of interaction with the internal experience is attributed to male favor.

Second: Studies that dealt with the relationship of Mindfulness and psychological resilience .

Ismail (2017) conducted a study aimed at identifying the relationship of mental flexibility with Mindfulness among students of the Faculty of Education in Qena, University of South Valley. The sample of the study consisted of (223) students, whose ages ranged between (21-23) years. The study found that there are low levels of psychological resilience among the sample members, and higher than mean levels of Mindfulness, and a positive correlation relationship statistically significant at the level of significance (0.01) between psychological resilience and Mindfulness, and Mindfulness also contributed to the prediction of psychological resilience among students of the College of Education .

A study by McArthur et al. (McArthur et al, 2017) aims to find out the role of Mindfulness and self-tenderness in enhancing the psychological resilience of veterinary students in Australia, the study sample consisted of (193) results showed that almost a third of students believe that they have low levels of psychological resilience , and that Students who have Mindfulness and self-desire have higher levels of psychological well-being.

Bajaj & Pande study (2016) aimed to know the potential mediating role of psychological resilience in the effect of mental awakening on life satisfaction as indicators of psychological well-being, the study sample consisted of (327) university

students in India the results showed that flexibility mediated in part in the relationship of Mindfulness and contentment On life and psychological well-being, the results showed an important role in flexibility in alertness, which exerted beneficial effects.

Kemper & Khirallah, 2015) conducted a study aimed at identifying the effects of online (brain and body) skills training on psychological well-being, Mindfulness, and empathy. The sample of the study included (513) dietitians, doctors, nurses, social workers, clinical trainers, and health researchers at an academic health center in the Midwest of the United States of America. The training included sessions on developing mindfulness, and a variety of mind and body skills including relaxation and guided imagery and hypnosis skills. The study results showed that training in mind and body skills statistically improved significantly the level of Mindfulness, the ability to empathize, and the ability to adapt , And reduce participants' stress levels and stress.,

Kay and Pidgeon study (Keye & Pidgeon, 2013) aims to explore the role of Mindfulness and academic effectiveness in predicting resilience among university students. The study sample included (141) students and 39 students and 102 students, the results showed that Mindfulness and academic self-efficacy predicts a high level Flexibility, Mindfulness and academic self-efficacy have a major impact on flexibility (minus the study population).

Tan & Martin (2012) conducted a study aimed at studying Mindfulness, self-esteem, psychological resilience, and physical health symptoms and to find out the extent to which each of these variables was affected by the gender variable (male and female). The study sample consisted of (93), in Australia Of them (44) were males and (49) were females, and the most prominent results were that Mindfulness contributed with a statistical significance to the variable of mental health and the absence of statistically significant differences attributed to gender (male and female).

The current study was distinguished from previous studies through its interest in revealing the contribution of the level of Mindfulness and its relationship to the level of psychological resilience among psychological counseling students in Jordanian universities. This is not covered by previous studies, which enhances the conduct of the study and gives it a place between previous studies, and as a gesture to other studies in this field.

Mindfulness-based intervention has been used for centuries. In fact, it has been used by Buddhist. However, it has been receiving much attention since the 1970s due to its great benefits and outcomes. For instance, it improves people's psychological well-being. It improves physical health and frees one from the feelings of regret (Keng et al., 2011). It has a positive impact on one's psychological flexibility. Such intervention can significantly reduce the severity of anxiety, depression and general psychological distress(Masuda et al., 2012). It plays a significantly role in improving the emotion regulation skills of people(Lutz et al., 2014).It can raise one's distress tolerance level (Feldman et al., 2014). Mindfulness-based intervention plays a significant role in reducing the symptoms of common mental disorders. Such disorders include: anxiety and depression (Goyal et al., 2014).
There are various types of mindfulness-based intervention. Such types include: mindfulness-based stress reduction, mindfulness-based cognitive therapy, dialectical behavior therapy, and acceptance and commitment therapy(Spijkerman et al., 2016).Mindfulness-based intervention aims at providing one with training about the way of regulating his/her attention in order to improve his/her mental health(Barnes et al., 2017).
Mindfulness-based intervention serve as a mean for increasing one's awareness to mental processes that contribute to emotional distress and maladaptive behavior. It may be provided for students, employees or patients with chronic pain. It plays a significant role in reducing the emotional exhaustion, occupational stress, and burnout. It plays a significant role in improving quality of sleep, sense of personal accomplishment, and relaxation level. It aims at improving decision making skill and raising one's productivity. It aims at improving one's resilience, organizational relationships and interpersonal communication. It enables one to regulate negative emotions, such as: anger, and anxiety. It improves one's mood and life satisfaction. It increases one's engagement at the workplace. It increases one's self-efficacy and efficiency in regulating emotions. (Janssen et al., 2018)
Empirical literature:
De Vibe et al. (2013) aimed to explore the effectiveness of a mindfulness-based intervention in managing stress. An experimental approach was adopted and the sample were distributed into control and experimental groups. The sample consists from 288 students who were selected from the University of Oslo and the University of Troms. It includes students majoring in medical sciences and students majoring in psychology. It was found that mindfulness-based intervention have significant positive impacts on study stress, mental distress, and subjective well-being among female students.
Pidgeon¸ and Keye (2014) aimed to explore the relationship between mindfulness and resilience among university students. A sample of 141 university students completed questionnaires that measured individual differences in mindfulness, resilience, and psychological well-being. It was found that there is a statistically significant positive relationships between mindfulness and resilience. Based on the results of the regression analysis, 47% of the changes in the psychological well-being scores is attributed to resilience. It was found that mindfulness and resilience predicted 51% of the changes in the psychological well-being scores. It was found that meditation has a significant impact on mindfulness. It was found that mindfulness and resilience are significant predictors of psychological well-being, and meditation. The latter researchers recommend developing programs that improve the resilience and mindfulness of university students. That is because such program shall improve the students' capability to handle challenges. It's because such program shall improve the students' capability to meet the demands of university life.
Galante et al. (2018) aimed to explore the effectiveness of a mindfulness-based intervention in raising resilience to stress among university students. The sample was selected from the University of Cambridge in the United Kingdom. It consists from 309 female and male students. A survey was used for collecting data. Students were provided with an eight-week mindfulness course. It was found that mindfulness-based intervention plays a significant role in raising students' resilience to

stress and mental wellbeing. Due to the mindfulness-based intervention, none of the respondents carried out self-harm or, suicidal acts. Due to the mindfulness-based intervention, none of the respondents caused harm to others. It was found that mindfulness-based intervention reduces the feelings of distress. The latter researchers recommends including mindfulness-based intervention in the strategies that aim at improving people's mental health.

Sünbül and Günerib (2019) aimed to explore the relationship between mindfulness and resilience among underprivileged Turkish adolescents. The sample consists from 752 female and male students. The ages of the students are within the range of (14–19) years. A questionnaire was used a path analysis was conducted. The latter researchers found that there is a significant relationship between mindfulness and resilience among underprivileged Turkish adolescents. It was found that mindfulness is a significant predictor of difficulties in emotion regulation and self-compassion

Hanna and Pidgeon (2018) aimed to explore the effectiveness of a mindfulness-based intervention in raising the resilience and quality of life levels among human service professionals. An experimental approach was adopted. A randomized trial was conducted. The sample consists from 46 human service professionals. Multivariate analysis of covariance was conducted. It was found that mindfulness-based intervention has a significant positive impact on resilience and quality of life, compassion satisfaction, and psychological well-being. It was found that mindfulness-based intervention can significantly reduce burnout and fatigue.

Considering the theorized flourishing and therapeutic premises for compassion directed toward self, researchers started to define and conduct studies for understanding and clarifying self-compassion extensively in the last decade. In this short process, along with the limited number of definitions emerged for self- compassion, Neff (2012), as a pioneer researcher of self-compassion, declared the concept as "…being warm and understanding toward ourselves when we suffer, fail, or feel inadequate, rather than flagellating ourselves with self- criticism" (p. 2). More specifically, compassion towards self means that suffering or failures are inevitable parts of life so rather than getting harsh and judgmental toward oneself in stressful times, being kind, accepting and friendly with these experiences creates the opportunity of soothing the ruminating and restless mind as well as transferring the negative experiences into a more clear and peaceful realm (Neff, 2012). Through the perspective of this pioneering and impressive definition for self-compassion, the construct was theoretically divided into three important psychological components: self-kindness versus self-judgment, common humanity versus isolation and mindfulness versus over- identification in the face of painful times. In this framework to self-compassion, self-kindness is defined as being warm and friendly toward self in harsh times while common humanity means understanding that life is imperfect and we are not the only ones who suffer from these painful experiences. Lastly, the mindfulness component of self-compassion means recognition and awareness of painful emotions, thoughts and experiences through an accepting and non-judgmental attitude (Germer & Neff, 2013). Since the first implementation of self-compassion as an important factor to scientific literature, the construct was found to hold unique roles in psychological functioning and mental health variables for various groups. Supported in progressive self-compassion literature, this unique role of self- compassion was examined through different studies. In such a study, Neff, Kirckpatrick and Rude (2007) conducted two different studies on the role of self- compassion in anxiety and psychological well-being in college students. The results of both studies showed the positive roles of self-compassion in buffering against anxiety in one study and facilitating psychological well-being at another one. In addition, Leary, Tate, Allen, Adams and Hancock (2007), studied the relations between self-compassion and cognitive and emotional reactions to negative events. This study revealed that self-compassion is an important positive determinant of people's emotions and reactions to stressful events. At another study, Pauley and McPherson (2010), investigated the role of self- compassion in depression and anxiety with a group of clinical sample. In this study, it was found out that self-compassion is an important factor for improving psychological functioning perceived by this group. Neff and McGeehee (2010), also conducted a study for examining the role of this process in resilience for adolescents and young adults. The findings of this study disclosed that self-compassion has strong connections to adolescent resiliency.

The study Problem

The life of the university student is always devoid of difficulties, whether academically, personally or personally, and from exposure to stressors, psychological pressures, and dispersions that prevent them from focusing on their studies or interests, or make them immune to others, and lose their ability to achieve and perform better, and perhaps their leaders to unacceptable or immoral behavior.

Given that university students are very sensitive to the change in the cultural, political, economic and social requirements surrounding them, the different educational, legal, scientific, cultural and social systems from what they are used to in the school become a source of burden and worrying for them, and university environmental factors play such as the type of specialization and the multiplicity of ideologies and intellectual currents and personal patterns Its role in that.

This can be overcome by developing the mindfulness of undergraduates, which enhances living at the present time (Neff, 2003a) and focus on what is happening now, in addition to increasing attention. The life of the university student is always devoid of difficulties, whether on the academic level or Personal or Alpine personal, and from exposure to the triggers of stress and psychological pressure, and dispersal that prevent them from focusing on their studies or interests, or make them immune from others, and lose their ability to achieve and perform better, and may lead them to unacceptable or immoral behaviors.

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This can be overcome by developing the mindfulness of undergraduates, which enhances living at the present time (Neff,

2003a) and focusing on what is happening now, in addition to increasing attention despite the interest in studying Mindfulness, which can be developed and strengthened through many Of the techniques, but studies did not focus on psychological resilience and its relationship to Mindfulness; As well as the extent of its ability to raise awareness among students, which can enhance their psychological resilience .

Study questions

This study came to answer the following questions:

The first question: What is the level of Mindfulness in its overall significance and its sub-dimensions for undergraduate students in psychological counseling in Jordanian universities?

The second question: What is the level of psychological resilience for undergraduate students in psychological counseling in Jordanian universities?

The third question: Is there a statistically significant correlation relationship at the significance level (= 0.05α) between psychological resilience and Mindfulness among undergraduate students in psychological counseling in Jordanian universities?

Study limits and limitations

Human boundaries: The study was limited to a sample of undergraduate students in psychological counseling in Jordanian universities.

- Spatial limits: the study was applied in the study was applied at the University of Jordan, the Hashemite University, the Yarmouk University and the University of Mu'tah.

Time limits: The study was applied during the end of the first semester of the academic year 2019/2020.

- Study determinants: The study results are determined by the accurate representation of the study sample for its society, the extent of the interaction of the sample with the measures used and the accuracy of the answer to it.

Method and study procedures

Study methodology
The present study used a descriptive approach, relational to its relevance to its nature and goals, which is based on describing the phenomenon and its interpretation through its factors.
Study personnel
The study population consisted of all male and female psychological counseling students in Jordanian universities, registered at the (University of Jordan, the Hashemite University, Mutah University, Yarmouk University), and registered according to admission and registration statistics during the years (2016-2017-2018-2019) until 2020/2019 M, and the study sample - after applying the study tools - consisted of (763) students. Including (133) students and (630) students, who were chosen in an accessible way due to the researcher's access to it and the possibility of obtaining a strong response. The study members were distributed according to their variables, and Table No. (1) Shows this.

Table (1): Distribution of study sample individuals according to the gender variable, academic level, and academic evaluation

	Categories	Repetition	Percentage
Gender	Male	133	17.4
	Female	630	82.6
School year level	1	139	18.2
	2	193	25.3
	3	255	33.4
	4	176	23.1
Appreciation in the field of psychological counseling	Acceptance	43	5.6
	Good	187	24.5
	Very good	374	49.0
	Excellent	159	20.8

Study Instruments

First: the measure of Mindfulness

In order to reveal the level of Mindfulness among students of psychological counseling in Jordanian universities, a measure of Mindfulness was developed which was developed by the authorities and the Zagol (2019), which is a layer on the students of Yarmouk University, the scale consists of (27) paragraphs of Appendix No. (distributed) in five dimensions Namely: (observing, describing, working consciously, not judging internal experience, and not interacting with internal experience)

The scale consisted of (39) items distributed on five dimensions which are (observation, description, conscious work, non-judgment on internal experience, and lack of interaction with internal experience), and each dimension contains (8) paragraphs, except after not interacting with the internal experience, It contains (7) paragraphs, to which students will respond in the light of the five-step Likert scale (always, often, rarely, never).

Validate the scale

Mindfulness has been validated in two ways:

First: Validate the content: To verify the truthfulness of the content, the clarity of the paragraphs, and their linguistic integrity to students, the scale was presented to (12) arbitrators from faculty members specializing in psychology, and the amendment was made in light of their proposals and opinions, as it was based on a consensus (80%) of Arbitrators to accept the paragraph, and the results of the arbitration concluded to delete two paragraphs of the scale paragraphs, as well as to amend the wording of some paragraphs, and in light of those amendments, the number of paragraphs of the scale has become (37) paragraphs.

Secondly; Validity of the construction: To calculate the validity of the construction, the scale was applied to a survey sample consisting of (51) students from the university students, outside the target study sample, as the values of the correlation coefficients were calculated between the paragraph and the dimension to which it belongs, and the overall score of the scale.

The results of the analysis indicated that the correlation coefficients ranged between (0.08-0.71), and they indicate there are paragraphs related to the component dimensions and the overall degree, as there are other paragraphs that were not related, and the acceptance criterion was adopted that the correlation coefficient (≥0.02), according to a criterion Awda and Al-Qadi (2007), based on the deletion of (10) paragraphs, where the number of paragraphs of the scale has become (27) paragraphs of the scale stability: the stability of the scale for the university level was verified by applying and re-applying the test (Test-retest), as the scale was re-applied after Two weeks on a group outside of the study sample made up of (37) male and female students, and it reached the scale as a whole (0.89), and the stability values of the five dimensions of the scale (observation, description, conscious work, non-judgment on internal experience, and lack of interaction with internal experience) were calculated using the repeat method, and they reached respectively : (0.64, 0.67, 0.74, 0.72, 0.80). The stability factor was also calculated by the internal consistency method according to the Cronbach alpha equation, and the internal consistency values for the scale as a whole were (0.090), and for the dimensions respectively: (0.89, 0.84, 0.80, 0.90, 0.87). Given these values, it is acceptable to use the scale for study purposes.

Correcting the scale: To answer the paragraphs of the scale, a five-step grading consisting of five degrees was used. The overall degree of the scale ranged between (27-135) degrees, and the arithmetic mean were classified according to the following criterion: (1-2.33) low, and (2.34-3.67) Mean , and from (3.68-5) is high, in order to determine the level of vigilance among the study sample individuals (Al-Salahat and Al-Zghoul, 2019).

Second: The measure of psychological strength

Validate the scale

The reliability of the Psychological Resilience measure was confirmed in two ways:

First: Content validation The content validity of the scale was verified by presenting it in its primary form to a panel of arbitrators consisting of ten specialists in the fields of educational measurement and statistics, counseling psychology, educational psychology, and the Arabic language, who expressed their opinion on the safety of formulating paragraphs in terms of linguistically And scientific, and the relevance of the field to which it belongs and to the scale as a whole, and the relevance of the Jordanian environment, and the addition of any notes that would modify the scale to be better.

The proposed amendments were made in light of the jury's observations and agreement (80%) of them, the most prominent of which was the deletion of (20) paragraphs, and the amendment of the wording of some paragraphs to become more clear. The scale may be in its final form of (30) items.

Secondly; Validity of the construction: In order to verify the validity of the construction, the scale was applied to a sample of (55) male and female students, both from within the study community and outside its sample, and indicators of construction validity were calculated using the Pearson correlation coefficient to find the values of the paragraph correlation with the overall degree of the scale. It is clear from the indicators of sincerity of construction of the measure of Psychological Resilience that the coefficients of correlation of all paragraphs with the total degree of the scale are statistically significant at the level of significance (0.05), and exceeded (0.30); The standard for accepting a paragraph in the scale (Hattie, 1985).

Stability of the scale: The scale was applied to an exploratory sample consisting of (55) male and female students, from the study community and outside its sample. The value of the alphabetical Cronbach correlation coefficients for the sub-dimensions ranged between (0.87) and (0.92), and the value of the Cronbach alpha for the scale as a whole (0.91), As the value of the internal consistency coefficient of the sub-dimensions ranged between (0.81) and (0.83), and the mid-section hash value for the scale as a whole was (0.88), and this indicates the stability of the scale

Correcting the scale: The scale consisted of (30) paragraphs, answered by a five-year scale that includes the following alternatives: (Strongly agree and given when correcting the measurement (5) degrees, I agree and give (4) degrees, neutral and give (3) degrees, and not agree and give two degrees , I strongly disagree and are awarded one notch). These scores apply to positive paragraphs, which are (1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22 , 23, 24), while the

gradation is reflected in the negative paragraphs, which are: (9,25, 26, 2728, 29, 30), and thus the scale scales as a whole range between (30-150), so that the higher the degree, the more A high level of Psychological Resilience among psychological counseling students in Jordanian universities, and to determine the level of Psychological Resilience among members of the study sample, their responses were divided into three levels.

To answer the paragraphs of the scale, a five-point scale consisting of five degrees was used. The overall degree of the scale ranged between (30-150) degrees, and the arithmetic mean were classified according to the following criterion:

(1-2.33) is low, it is (2.34-3.67) mean , and (3.68-5) is high, in order to determine the level of Psychological Resilience among the study sample individuals

The results of the study and its discussion

Results related to the first question: "What is the level of Mindfulness in its overall significance and its sub-dimensions for undergraduate students in psychological counseling in Jordanian universities?"

What is the level of Mindfulness in its overall significance and its sub-dimensions for undergraduate students in psychological counseling in Jordanian universities?

Table No. (2) arithmetic mean and standard deviations for the level of Mindfulness in its overall significance and its sub-dimensions for psychological counseling students in Jordanian universities, arranged in descending order according to the arithmetic mean.

Rank	No.	Fields	arithmetic mean	standard deviations	Levels
1	1	Monitoring	3.77	.631	High
2	4	Not to judge internal experience	3.40	.752	Moderate
3	5	Not interacting with internal experience	3.40	.658	Moderate
4	2	the description	3.37	.602	Moderate
5	3	Work consciously	3.11	.824	Moderate
		Mindfulness Scale	3.40	.507	Moderate

It is clear from Table (2) that the arithmetic mean ranged between (3.11-3.77), where the monitoring came in the first place with the highest arithmetic mean of (3.77), while the work came consciously in the last rank with an arithmetic mean of (3.11), and the arithmetic mean for a scale Mindfulness as a whole (3.40).

The results of the current study indicated that the level of Mindfulness among university students was mean and with an arithmetic mean of (3.40), and a standard deviation (.507), and at the level of dimensions, the observation dimension came in the first place with a high level, then followed by the lack of judgment on experience Interior, then the dimension of non-interaction with internal expertise, then the description dimension, and then the conscious work dimension, all of which came at an intermediate level.

The researcher attributed this to the fact that the individuals of the study sample go through a separation stage and an important stage in determining their career and social future, which is the university stage, which increases the responsibility of students, which makes them busy in the future, and the concerns of success, work or achievement in addition to their suffering from problems related to compatibility, poor adaptation or poor performance and achievement Academic, which may cause them psychological pressure, a sense of isolation, and indulging in negative thoughts and feelings and ruminating them, which reflects negatively on their achievement of their own goals and the pursuit of their scientific and practical path and the development of their capabilities and capabilities and the development of their own talents, and their psychological compatibility, which increases their sense of responsibility and this feeling makes them indulge With their negative thoughts and feelings which reduces the level of Mindfulness they have, which focuses on the current moment and the lack of individual issuance of judgments on the positions and this is what makes students lose this feature, and this result can also be attributed to the young age of this age group that ranges between (19 years to 22 years old) This is consistent with previous studies that indicated that older individuals have a higher level of Mindfulness Comparing them to younger individuals, such as the Sturgess study (2010), and this age group passes through a critical and important stage as described by Erickson in the stages of psychosocial development in the late adolescence stage of the identity crisis stage in which the individual seeks to solve this crisis and search for his identity and requirements such as creating friendships, preparing For marriage and choosing a profession, all of these requirements make the individual busy in solving these conflicts, so the level of attention and awareness decreases, focus on the present moment and the inability to make judgments and narrows the way of thinking and lack of acceptance of opinion, which reduces the level of Mindfulness they have.

This result can be attributed to the fact that in our Arab societies there are differences in culture in dealing with the opposite sex, so we find male and female students in pressure and tension when dealing with the opposite sex, from whom this is their first experience, but with regard to the dimension of observation, the researcher attributes the mean height because the students at this stage enter A new environment, which makes them more open to their feelings and thoughts, and what this stage requires from focusing on new knowledge makes them consume their senses to focus more in their university life, and this is a stage in self-independence that helps students to focus and the ability to control and control events because they learn how to respond For events and stimuli in a conscious and non-automatic manner of events and stimuli, we find that students

do not surround themselves in one way to think and solve problems, but increasing meditation, focus and control of the mind, especially students of psychological counseling, specialization gives them special skills such as the ability to solve problems and the ability to manage self and the ability to manage stress, whether academic or life And it makes them more eager to choose the appropriate reactions to the situation and Mindfulness working on g Emphasis on focusing and controlling events, enhancing their immunity, and turning negative thoughts into positive ones, and this makes them happier and more aware, and since students who have a high Mindfulness are characterized by good cognitive and psychological states, they deal with stressful and tense situations and academic conditions positively, which reduces the impact of stressful situations on them at the level Physical and psychological Unlike people with low alertness, they deal with situations negatively and the inability to perceive their internal and external feelings and the absence of awareness and the inability to judge positions in a positive way, and as theoretical literature indicated that individuals who have Mindfulness have more attention and focus and improvement in memory and more creative and more Preserving their mental and physical health and more aware of the surrounding environment and vigilance works to enhance the ability to describe and observe the self, which reduces spontaneous commitment to ideas and beliefs, but rather living the present moment as it is without rumination, and works to anticipate reactions and in anxious and angering situations open an area for effective responses to appear instead of Fear and panic (Bargh & Ferguson, 2000).

The results of this study were in agreement with the study of salat and zagoul (2019) and the study of the newborn (2017), and did not agree with the study of Ismail (2017), the study of Jang and Jeon (2015), the study of Al-Beheiri and others (2014) and the study of circumcision (2019).

Results related to the second question: "What is the level of psychological well-being in its overall significance and its sub-elements among undergraduate students in psychological counseling in Jordanian universities?"

To answer this question, arithmetic mean and standard deviations were extracted for the level of Psychological Resilience in its overall significance and its sub-elements among psychological counseling students in Jordanian universities, and Table No. (3) below shows that.

Table No. (3) Arithmetic mean and standard deviations for the level of psychological strength in its overall significance and its sub-elements for psychological counseling students in Jordanian universities, in descending order according to the arithmetic mean.

Rank	No.	Fields	arithmetic mean	standard deviations	Levels
1	1	Personal competence	4.13	.590	High
2	3	Meditation and seeking help for adaptation	3.82	.564	High
3	2	perseverance	3.80	.523	High
4	4	Passive emotions and emotional responses	2.77	.565	Moderate
		Psychological Resilience scale	3.68	.409	High

Table (3) shows that the arithmetic mean ranged between (2.77-4.13), where personal efficiency came in the first rank with the highest arithmetic mean of (4.13), while negative emotions and emotional responses came in the last rank with an arithmetic mean of (2.77), and the mean Arithmetic for the measure of psychological strength as a whole (3.68).

The results have shown that all dimensions of the Psychological Resilience scale came high except after negative emotions and emotional responses came medium, and the researcher attributed this to the fact that the members of the study sample are from psychological guidance students, specialization gives them a high level of psychological strength and makes them able to organize academic tasks and time management And it makes them more able to solve their problems, they are skills that they learn by virtue of specialization and they are more able to know their strengths and weaknesses as they pass through the preparation experience, which is a stage where students are prepared and develop their skills in specialization before field application, which polishes their personalities and makes them more self-reliant and organization for themselves and a tendency for academic success, All this makes them not hesitate to ask for help, especially in what requires academic matters, which increases the possibility of their mastery of the learning process.

As for after negative emotions and emotional responses, students on campus are exposed to new experiences that require them to deal with them, as the campus environment is unfamiliar to them, which makes them pass experiences of failure and success, and experiences of failure, both academic and other, in establishing relationships and support groups, which causes some students to transform these disturbing situations of disasters .

Results related to the third question, which states: The third question: Is there a statistically significant correlation at the level of significance ($\alpha \geq 0.05$) between psychological well-being and Mindfulness?

To answer this question, the Pearson correlation coefficient between mental health and Mindfulness was extracted, and Table (4) illustrates this.

Table No. (4) Pearson correlation coefficient of the relationship between Psychological Resilience and Mindfulness

Psychological Resilience

Psychological Resilience		
019.- **606.** **763**	**Correlation coefficient** **Statistical significance** **the number**	**Mindfulness**

Table (4) shows that there is a negative relationship that is not statistically significant between Mindfulness and Psychological Resilience. The correlation coefficient has reached (-019), and this indicates that there is no statistical significance, which means that there is no relationship between Mindfulness and Psychological Resilience.

This indicates that there is no statistical significance, which means that there is no relationship between Mindfulness and Psychological Resilience, and the researcher attributes this to the fact that students who have Mindfulness possess a level of awareness that enables them to benefit from their previous experiences, whether negative or positive, and not necessarily be They have a high sensitivity or high adaptive ability, and likewise students who have low awareness can possess a high psychological well-being and ability to adapt derived from other sources not attributable to Mindfulness such as parents, friends and previous experiences to deal with stress even if students received training on Mindfulness and learning Focusing on the present moment and not judging it and allowing their experiences to appear does not increase their psychological well-being.

Recommendations

In light of the results of the study, it is recommended that:

1- Teaching Mindfulness as a university course in Jordanian universities.

2- Doing more studies to study the study variables with other groups of society

3- Providing counseling programs based on Mindfulness to raise the level of students because of their benefits

4- Highlighting the importance of Mindfulness and psychological well-being in a person's life, generally through seminars and lectures.

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