

(Emotional Intelligence and Psychological Flexibility as Predictors of Mindfulness Among Faculty Members at Prince Sattam bin Abdulaziz University)

Emotional Intelligence and Psychological Flexibility as Predictors of Mindfulness

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Abstract:

The study aims to investigate the relationship between emotional intelligence, psychological Flexibility and Mindfulness among faculty members at Prince Sattam bin Abdul-Aziz University (PSAU) within a set of demographic variables (Specialization - Academic Degree - Experience - type of Work). Three questionnaires were created and conducted about psychological Flexibility, Mindfulness, and emotional intelligence by the researcher for the study. This was followed by a descriptive analytical approach to answer the questions of the study. Results showed a high degree of emotional intelligence, psychological Flexibility and Mindfulness among the faculty members. Additionally, the results showed As for variables (specialization, Experience, degree and type of work) they were all significant for the benefit of scientific disciplines and for academic degree (associate professor) and those with (over 15 years) Experience. The results confirmed that there is a direct relationship between the three variables and that Mindfulness can be predicted through psychological Flexibility and emotional intelligence.

Key words: (emotional intelligence; psychological Flexibility; Mindfulness; faculty members).

الذكاء العاطفي والمرونة النفسية تنبؤات اليقظة الذهنية لدى أعضاء هيئة

التدريس بجامعة الأمير سطاتم بن عبد العزيز

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المملكة العربية السعودية.

المخلص:

تهدف الدراسة إلى معرفة العلاقة بين الذكاء العاطفي والمرونة النفسية واليقظة لدى أعضاء هيئة التدريس بجامعة الأمير سطاتم بن عبد العزيز ضمن مجموعة من المتغيرات الديموغرافية (تخصص - درجة أكاديمية - خبرة - نوع

العمل). تم إنشاء وإجراء ثلاثة استبيانات حول المرونة النفسية واليقظة والذكاء العاطفي من قبل الباحث للدراسة. تبع ذلك نهج وصفي تحليلي للإجابة على أسئلة الدراسة. أظهرت النتائج درجة عالية من الذكاء العاطفي والمرونة النفسية واليقظة بين أعضاء هيئة التدريس. بالإضافة إلى ذلك ، أظهرت النتائج أما بالنسبة للمتغيرات (التخصص والخبرة والدرجة ونوع العمل) فجميعها كانت ذات دلالة لصالح التخصصات العلمية والدرجة الأكاديمية (أستاذ مشارك) وذوي الخبرة (أكثر من ١٥ عامًا). وأكدت النتائج أن هناك علاقة مباشرة بين المتغيرات الثلاثة وأن اليقظة يمكن توقعها من خلال المرونة النفسية والذكاء العاطفي.

الكلمات المفتاحية: (الذكاء العاطفي ، المرونة النفسية ، اليقظة ، أعضاء هيئة التدريس)

1. Introduction:

Higher education is a crucial factor in the development and progress of a society in general, and faculty members in universities is an essential element in development and scientific progress due to their capabilities and scientific qualifications, also, they play a great role in the scientific environmental inputs that include academic and teaching tasks, community activities, research procedures, training human energies, and help shape the personality of their students to keep up with contemporary developments with confidence (Ali, 2020). It is expected from Faculty members to be more cautious, independent, insightful, able to persuade his interlocutors, a good listener, have multiple levels of communication, and take criticism seriously.

Most of the skills that Faculty members must have on order to dial with their Work requirements Oldham, (1996) included them in what he called Mindfulness which can be viewed as a healthy mental strategy practiced by teachers to attend to the needs of their students. It also helps them in dealing with different teaching situations effectively (Shuaib,2020) Additionally, Mindfulness helps teachers maintain calm in the face of continuous changes in the teaching environment, to act effectively in the interactive teaching work, and to improve their abilities to tackle teaching tasks and become more responsive to the needs of their students. (Kharnoub,2010).

On the other hand, Kettler (2010) defines Mindfulness as a way of thinking that emphasizes attention to the individual's environment and his internal feelings without making negative or positive judgments.

Studies have indicated the effectiveness of practicing Mindfulness for teachers in terms of improving awareness and focus, increasing their ability to interact with stress, enhancing the classroom climate, increasing positive feelings towards the teaching profession, improving their abilities, reducing stress levels,

managing stressful situations, and teacher self-efficacy (Keye&Pidgeon,2013; Langer,2014; Meyer&Eklund,2020), As a result, this will help achieve continuous monitoring of the gained Experience, increasing attention and sense of ideas (Edler, 2010; Fries, 2009). That means that individuals who has Mindfulness is present in the present moment regardless of the circumstances, and this is considered one of the basic elements of the human beings that makes them aware and attentive to all the things.

The concept of Mindfulness is related to another important concept, which is psychological Flexibility, it is one of the psychological phenomena Which results in good and positive effects for people despite the presence of threatening factors hindering adaptation or growth that they can go through during the stages of their life. It reflects the differences between individuals in responding to the factors of anxiety and stress so that they respond positively to his difficult circumstances (Onwukwe, 2010). So psychological Flexibility helps individuals acquire a positive sense of sufficiency, satisfaction, ability to adapt, balance, control, and express emotions as well as resist self-destructive thoughts (Masten& Obradovic, 2008).

The researchers (Newman,2002; Masten 2009; al ruwaili&alnashmi,2019) agree that psychological Flexibility is related to the individual's ability to face different situations, successfully adapt to events and psychological pressures effectively, respond to them rationally and establish good relations with others.

psychological Flexibility can be defined as the individual's positive ability to adapt to psychological stress and enable him to perform his functions well (Masten, 2009), while (Ciarrochi et al, 2010) defined it as the process of coping well and positively coping with difficulties, shocks, calamities, or normal psychological pressures that humans face, such as family problems, interpersonal problems, health problems, work pressures, and financial problems.

studies and research that dealt with psychological Flexibility and Mindfulness, they emphasized the relationship between psychological Flexibility and Mindfulness and some variables related to mental health.

The concept of emotional intelligence is one of the concepts closely related to mental health that can be achieved through communication with others, (Al-Khidr, 2002; Hussein&Hussein, 2006; Galeb,2012; Abod&Ibrahim,2018) indicated that emotional intelligence is a prerequisite for developing and achieving our diverse mental abilities, where this type of intelligence is the

product of the integration of the knowledge and emotion systems, as the cognitive intelligence makes abstract inference about the emotions.

On the other hand, the emotional system enhances the cognitive ability, consequently, the emotional system enhances the cognitive ability and as a result, emotional intelligence contributes to rationalizing thinking, as the positive mood activates creativity and problem-solving abilities and these positive feelings contribute to classify and organize information Emotionally intelligent individuals are happy individuals in their social activities, can understand and perceive emotions accurately, use effective methods to regulate these emotions, Bar-on, (1997) defines emotional intelligence as a set of social-emotional capabilities that affect individual overall ability and adapt to the demands of the environment. Also, it's a set of personal qualities and social; emotional skills that enable a person to understand the feelings and emotions of others (Mayer et al, 2012).

So, it can be said that emotional intelligence is the intelligent use of emotions, Intelligent individuals can make their emotions work for them and in their favour by using it to rationalize their behaviour and thinking by means that increase their chances of success if they are at work, school, or life in general.

Based on the research presented previously, it becomes clear that each of the emotional intelligence concepts as well as psychological Flexibility, and Mindfulness overlap in their definitions in that they all express the individual's ability to deal with stressful situations and the way to respond to those situations and crises and to produce new ideas to adapt in the future.

literature review:

(Al-Ruwaili, 2019) The study aimed to determine the level of mindfulness, psychological flow, and psychological flexibility among student counselors in the Turaif, Saudi Arabia, and the relationship between mindfulness, psychological flow, and psychological flexibility among student counselors, and to verify the existence of differences in mindfulness, psychological flow, and psychological flexibility. There are student counselors in the Turaif governorate, according to the years of experience. a sample of student counselors was (48) male and female counselors, 3 scales were conducted (PHLMS) was used (Scale Mindfulness Philadelphia, and the Ego Resilience Scale for Fajjan Student Counsellors (2010), the Psychological Flow Scale for counselors (Marsh & Jackson,1996) (Translator by The Neutrality, 2014), results showed that the student counselors at the level of mindfulness, ego flexibility, and psychological

flow were moderate and that there was a positive statistically significant relationship between the variables and there were no differences between male and female student due to the experience variable, whether in mindfulness, psychological flexibility or psychological flow.

(Rizzo& Schwartz, 2020) study aims to investigate whether better functional outcomes (physical and psychosocial daily functioning), self-efficacy among persons with chronic pain is associated with mindfulness, psychological flexibility, and emotional intelligence, sample of ($N = 148$) was chosen, 4 scales were used also Two multiple regression analyses were used results showed that psychological flexibility predicted both daily functioning and self-efficacy, and emotional intelligence predicted self-efficacy among chronic pain clients.

(Shoeib,2020) study aimed at identifying the ability of Mindfulness, psychological resilience and emotional intelligence in predicting social emotional learning among a sample of student teachers at the Faculty of Education, Menoufia University. a sample of (286) male and female, four scales were used the (Zhou & Jessie, 2012) Emotional-Social Learning Scale;(Baer, 2011) Mindfulness Questionnaire (FFMQ); (CD-RISC 2003) psy. resilience scale ;(Shoeib, 2012) Emotional Intelligence Scale. Results showed a statistically significant correlation between emotional-social learning, Mindfulness, psychological resilience, and emotional intelligence among the study sample, and that emotional intelligence, Mindfulness and psychological resilience can predict emotional-social learning.

(Ismail, 2021) study aimed to identify the level of psychological flexibility and the level of mindfulness among students of the College of Education, and identify the relationship between psychological flexibility and mindfulness, and the possibility of mindfulness through their flexibility. Two scales were used psychological flexibility (Athnan, 2021) the five factors of mindfulness (Al-Buhairi, 2014). a sample of were chosen randomly (223) male and female students from South Valley University, results showed low levels of psychological flexibility among the sample members and a higher level than the average of mindfulness There is also a positive, statistically significant relationship between psychological flexibility and mental alertness.

2. Study Problem:

Universities seek to develop and modernize their systems to raise their competitive capabilities and increase their ability to meet the needs of society and its members and improve quality and efficiency in performance. However, this cannot be achieved without giving importance to their employees in regards

to their qualifications, competencies, scientific competencies and emotional skills that enable them from providing a high-quality educational environment. In addition to the fact that the performance of faculty members as mentors and researchers is linked to a better feeling among students and the society in general. and since the role of faculty members is important in the educational process (Al-Saleh, 2018), the researcher as faculty member and from her sense of the difficulties that might face the faculty member and affect the students she tries in this paper to investigate the relationship between emotional intelligence, psychological Flexibility and Mindfulness among faculty members at Prince Sattam Bin Abdul-Aziz University (PSAU) within a set of demographic variables (Specialization - Academic Degree - Experience - type of Work).

To achieve this, a set of questions were formulated as follows:

- 1- What is the level of emotional intelligence among faculty members at PSAU?
- 2- What is the level of psychological Flexibility among faculty members at PSAU?
- 3- What is the level of Mindfulness among faculty members at PSAU?
- 4- Is there a statistically significant effect on emotional intelligence due to demographic variables (Specialization - Academic Degree - Experience - type of Work) among faculty members at PSAU?
- 5- Is there a statistically significant effect on the level of psychological Flexibility due to demographic variables (Specialization - Academic Degree - Experience - type of Work) among faculty members at PSAU?
- 6- Is there a statistically significant effect of Mindfulness due to demographic variables (Specialization - Academic Degree - Experience - the type of Work) among faculty members at PSAU??
- 7- Is it possible to predict Mindfulness through psychological Flexibility and emotional intelligence among faculty members at PSAU?

3.Method& tools

3.1 The study adopted descriptive research to achieve its objectives.

Three questionnaires were conducted electronically for all members of the study sample. Data were collected and analyzed using the SPSS 18.0 program to determine the relationships among the means of emotional intelligence, psychological Flexibility, and mindfulness scores; statistical significance level was considered ($\alpha \leq 0.05$).

3.2 Study Population The study population consisted of all faculty members at PSAU Saudi Arabia.

3.3 study sample

A sample of 68 university members, were randomly chosen both, also, Before the study approval to research with human participants was obtained from the university's ethical committee. The following Table 1 shows the distribution of the study sample according to the demographic variables.

Table 1. distribution of participants according to demographic variables

<i>demographic Variables</i>		<i>N</i>	<i>%</i>
<i>Specialization</i>	scientific	16	24%
	Humanitarian	52	76%
<i>academic degree</i>	Master's	27	40%
	Assistant Professor	25	37%
	Associate Professor	16	23%
	Professor		
<i>Experience</i>	From1to5	18	26%
	from 5 to 10	26	38%
	10 to 15	22	32%
	more than 15	2	4%
<i>type of Work</i>	lecturer	14	21%
	Administrative	9	13%
	Lecturer and administrator	45	66%

3.4 Study Tools

Three questionnaires were used “Mindfulness, psychological flexibility,” and Standardized emotional intelligence for Saudi Arabia environment was constructed by the researcher, details were given below:

3.4.1 emotional intelligence questionnaire EIQ

The EIQ is a 38 -item questionnaire was derived from previous Arabic and English literature such as (Rabindranath,2014; al Ansari,2020); four subscales were included (self-awareness; self-regulation; empathy; social skills responsibility); each of which has (10;10;8,10) items, a three-point Likert scale, The EIQ has demonstrated good psychometric properties, validity of the

construction was conducted, items were statistically significant at ($\alpha=.05$), as shown in (index,2), Reliability was verified by two methods (Cronbach's alpha), and Guttman method (.916,.901) which mean that the EIQ is highly reliable for the study.

3.4.2 Psychological flexibility questionnaire (PFQ20)

Maor et al. (2014) 20 -item questionnaire was conducted the validity of the original questionnaire was (.80) and the reliability (.90). a five-point Likert scale ranging. for the current study validity of the construction was conducted ($\alpha=.05$), (index,3), Reliability was verified by two methods (Cronbach's alpha), Guttman method which was (.937,.929) which mean that the PFQ20 is highly reliable for the study.

3.4.3 Mindfulness questionnaire (MFQ)

albehiri,(2014) Arabic version of MFQ 28 -item questionnaire that was derived from the MRS (Baer et al 2006) was conducted, MFQ consists of five subscales (observe, describing, acting with awareness, non-judging inner Experience, non-reactivate with inner Experience); each of which has (6;6;6,5;5) items. a five-point Likert, Alpha coefficients of the Arabian version of the MRS were 0.83 for Saudi Arabia Virgin. for the present study validity of the construction was conducted (.711 -.875), Reliability was verified by two methods, (Cronbach's alpha) and Guttman method (.892,.752) which mean that the MFQ is highly reliable for the study.

Table 2. Reliability coefficient values for the study questionnaire.

questionnaire	diminition	Reliability	
		Cronbach's alpha internal consistency coefficient	Gottman correlation Coefficient
Mindfulness	observe	0,873	0,832
	describing	0,835	0,841
	acting with awareness	0,780	0,836
	non-judging inner experience	0,692	0,663
	non-reactivate with inner experience	0,737	0,752
	total degree	0,892	0,875
emotional intelligence	self-awareness	0,931	0,907
	self-regulation	0,925	0,911

	empathy	0,893	0,876
	social skills& responsibility	0,914	0,902
	total degree	0,916	0,901
<i>Psychological Flexibility</i>		0,937	0,929

4. Results and Discussion

1- What is the level of emotional intelligence among faculty members at PSAU?

The results of Table 3 indicate the Means and standard deviation of emotional intelligence and its four dimensions (self-awareness, self-regulation, empathy, social skills & responsibility).

Table 3. Means and Standard Deviations for emotional intelligence scores.

<i>N</i>	<i>Mea</i>	<i>Std.</i>	<i>Item</i>	<i>degree</i>	<i>N</i>	<i>Mean</i>	<i>Std.</i>	<i>Item</i>	<i>degree</i>
<i>o</i>	<i>n</i>	<i>Deviatio</i>	<i>arrangemen</i>	<i>of use</i>	<i>o</i>	<i>Deviatio</i>	<i>n</i>	<i>arrangemen</i>	<i>of use</i>
		<i>n</i>	<i>t</i>					<i>t</i>	
١	3.93	0.263	6	high	20	3.34	0.725	33	Mediu m
٢	3.85	0.357	8	high	21	3.43	0.852	31	Mediu m
٣	3.69	0.553	24	high	22	3.82	0.384	12	high
٤	3.71	0.648	22	high	23	3.84	0.371	10	high
٥	4.00	0.000	1	high	24	3.75	0.529	20	high
٦	3.96	0.207	2	high	25	3.41	0.629	32	Mediu m
٧	2.62	0.713	35	Mediu m	26	2.35	0.540	36	Mediu m
٨	3.74	0.536	21	high	27	3.53	0.634	29	Mediu m
٩	2.16	0.477	38	weak	28	3.69	0.465	23	high
١٠	3.93	0.263	5	high	29	3.90	0.306	7	high
11	3.76	0.649	16	high	30	3.85	0.357	9	high
12	3.81	0.465	13	high	31	3.93	0.263	4	high
13	3.78	0.418	15	high	32	3.65	0.481	27	Mediu m
14	3.76	0.427	17	high	33	3.84	0.444	11	high
15	3.51	0.723	30	Mediu m	34	3.79	0.407	14	high
16	3.94	0.237	3	high	35	3.66	0.614	26	Mediu m
17	3.63	0.667	28	Mediu	36	3.76	0.427	18	high

18	3.69	0.465	25	high	37	3.76	0.427	19	high
19	3.01	0.801	34	Mediu	38	2.35	0.481	37	Mediu
				m					m
		<i>self-awareness</i>				3.557	0.1624	3	Mediu
		<i>self-regulation</i>				3.625	0.2032	2	Mediu
		<i>social skills</i>				3.478	0.306	4	Mediu
		<i>responsibility</i>				3.650	0.2196	1	Mediu
		<i>Total degree</i>				136.1	5.847		Medium
						5			

The results shown in Table 3 indicates that all items of the **EIQ** questionnaire are either large or medium level in the degree of use for EIQ variable among the study sample, except for item No. (9), which stipulated “stay away from confronting myself with truth,” which obtained a weak degree of uselessness, As for the dimensions of the scale, all showed an average level of fourth prevalence dimension (skills and responsibility) came in the first place with a medium degree of use, followed by the second dimension: Self-organization with a medium degree of use. Third place (Self-awareness), last (Sympathy), The total degree indicates medium degree of emotional intelligence.

2- What is the psychological flexibility level among faculty members at PSAU?

The results in Table 4. Indicate the Means and Standard Deviations for psychological flexibility scores.

Table 4 Means and standard deviation of psychological flexibility scores

<i>N</i>	<i>Mea</i>	<i>Std.</i>	<i>Item</i>	<i>degr</i>	<i>N</i>	<i>Mea</i>	<i>Std.</i>	<i>Item</i>	<i>degr</i>
<i>o</i>	<i>n</i>	<i>Deviati</i>	<i>arrangem</i>	<i>ee of</i>	<i>o</i>	<i>n</i>	<i>Deviati</i>	<i>arrangem</i>	<i>ee of</i>
		<i>on</i>	<i>ent</i>	<i>use</i>			<i>on</i>	<i>ent</i>	<i>use</i>
١	4.41	0.696	10	high	١	4.49	0.855	6	high
٢	4.44	0.655	7	high	١	4.00	0.712	20	high
٣	4.60	0.626	2	high	١	4.62	0.490	1	high
٤	4.34	0.857	12	high	١	4.53	0.503	3	high

٥	4.53	0.634	4	high	٤	4.40	0.602	11	high
٦	4.15	0.738	19	high	٥	4.28	0.643	15	high
٧	4.19	0.758	18	high	٦	4.41	0.629	8	high
٨	4.32	0.471	13	high	٧	4.25	0.699	16	high
٩	4.50	0.838	5	high	٨	4.24	0.672	17	high
١٠	4.28	0.619	14	high	٩	4.41	0.674	9	high
	<i>Total degree</i>				١٠	87.3	9.495		high
					١١	8			

The results shown in Table 4 indicates that the degree of psychological flexibility is ahigh.

3- What is the level of Mindfulness among faculty members at PSAU?

The results of Table 5 indicate the Means and standard deviation of Mindfulness and its five dimensions (observation, description, conscious action in the present moment, not judging internal experiences, not interacting with internal experiences) scores.

Table 5. Means and Standard Deviations for mindfulness scores of participants.

<i>N</i>	<i>Mea</i>	<i>Std.</i>	<i>Item</i>	<i>degre</i>	<i>N</i>	<i>Mea</i>	<i>Std.</i>	<i>Item</i>	<i>degre</i>
<i>0</i>	<i>n</i>	<i>Deviati</i>	<i>arrangem</i>	<i>e of</i>	<i>0</i>	<i>n</i>	<i>Deviati</i>	<i>arrangem</i>	<i>e of</i>
	<i>on</i>	<i>on</i>	<i>ent</i>	<i>use</i>			<i>on</i>	<i>ent</i>	<i>use</i>
١	3.93	0.555	16	high	١	3.81	0.885	20	high
٢	4.03	0.572	8	high	٥	4.06	0.485	5	high
٣	4.01	0.702	9	high	٦	4.01	0.658	10	high
٤	4.12	0.659	2	high	٧	3.99	0.503	12	high
٥	4.24	0.427	1	high	٨	3.49	0.837	25	Mediu m
					٩				

٦	3.96	0.207	13	high	٢	3.60	0.917	24	Medium
٧	3.12	0.985	26	Medium	٢	3.60	0.917	23	Medium
٨	3.85	0.580	17	high	٢	4.00	0.599	11	high
٩	3.10	1.283	27	Medium	٢	4.10	0.550	4	high
١٠	3.96	0.403	14	high	٢	4.04	0.721	7	high
١١	3.94	0.912	15	high	٢	3.85	0.833	18	high
١٢	3.84	0.507	19	high	٢	2.88	0.907	28	Medium
١٣	4.10	0.550	3	high	٢	3.74	0.725	22	high
١٤	4.06	0.543	6	high	٢	3.81	0.526	21	high

Dimension

<i>Dimension</i>	Mean	Std. Deviation	Dimension rank	degree of use
<i>Observation</i>	3.880	0.438	2	high
<i>Description</i>	3.809	0.464	4	high
<i>conscious action in the present moment</i>	3.860	0.424	3	high
<i>not judging internal experiences</i>	3.956	0.412	1	high
<i>not interacting with internal experiences</i>	3.624	0.614	5	Medium
<i>Total degree</i>	103.38	11.638		high

The results shown in Table 5 indicates that all items of the scale are in a high level of use for the **MFQ** variable among the study sample, except for item No. (7, 9, 19, 20, 21, 26), which got a medium degree of use.

As for the five dimensions of **MFQ** showed a high level of commonality among the study sample members, except for the fifth dimension, For the total responses of the mindfulness scale (M= 103.38, SD=11.638), and this also indicates that the sample members in general have a high level of **MFQ**.

4- Are there any significant differences at the level of significance ($\alpha \leq 0.05$) between the mean of the study sample in emotional intelligence considering the demographic characteristics (Specialization - academic degree- Experience - type of Work)?

To answer this question, MANOVA, was conducted to compare the effect of emotional intelligence on demographic variables (Specialization - academic degree- Experience - the type of Work), MANOVA was used to find out the effect of demographic variables on the total score and dimensions of the emotional intelligence scale.

Table 6. one-way MANOVA

SOURCE		TYPE III SUM OF SQUARES	DF	MEAN SQUARE	F	SIG
SPECIALIZATION	self- awareness	6.777	1	6.777	1.731	0.153
	self- regulation	8.169	1	8.169	1.907	0.089
	empathy	9.562	1	9.562	2.084	0.044
	skills and responsibility	10.954	1	10.954	2.260	0.040
	Total score of emotional intelligence	12.347	1	12.347	2.437	0.105
ACADEMIC DEGREE	self- awareness	3.663	2	1.832	0.945	0.396
	self- regulation	17.030	2	8.515	5.317	0.008
	empathy	14.179	2	7.090	45.373	0.000
	skills and	41.947	2	20.974	38.948	0.000

	responsibility					
	Total score of emotional intelligence	120.462	2	60.231	7.273	0.002
EXPERIENCE	self-awareness	19.664	3	6.555	٢.380	0.٢٢٦
	self-regulation	24.597	3	8.199	5.119	0.004
	empathy	25.421	3	8.474	4.232	0.000
	skills and responsibility	38.573	3	12.858	14.308	0.000
	Total score of emotional intelligence	190.216	3	63.405	7.656	0.000
TYPE OF WORK	self-awareness	37.319	2	18.659	2.623	0.067
	self-regulation	3.663	2	1.832	1.144	0.327
	empathy	23.173	2	11.586	7.152	0.000
	skills and responsibility	87.970	2	43.985	15.409	0.000
	Total score of emotional intelligence	68.006	2	34.003	4.106	0.023
ERROR	self-awareness	93.075	5 ^٩	1.577542		
	self-regulation	76.875	5 ^٩	1.302966		
	empathy	7.500	5 ^٩	0.127119		
	skills and responsibility	1.200	5 ^٩	0.020339		
	Total score of emotional intelligence	397.500	5 ^٩	6.737288		
TOTAL SCORE	self-awareness	176.632	67			
	self-regulation	276.750	67			

regulation		
empathy	403.882	67
skills and responsibility	323.000	67
Total score of emotional intelligence	2290.529	67

The results shown in Table 6 indicates that there was a statistically significant difference in "empathy" and "skills & responsibilities" based on specialization, $F(1, 59) = 2.084, p < .0005; sig = .044$; and $F(1, 59) = 2.260, p < .0005; sig = .040$, The rest of the dimensions and the total degree were not statistically significant.

Also, there was a statistically significant difference in "empathy" $F(2, 59) = 45.373, p < .0005$, and "skills & responsibilities" $F(2, 59) = 38.948, p < .0005$, "self-regulation" $F(2, 59) = 5.317, p < .0005$, based on academic degree, Also, there was a statistically significant difference in "empathy" $F(3, 59) = 4.232, p < .0005$; and "skills & responsibilities" $F(3, 59) = 14.308, p < .0005$, "self-regulation" $F(3, 59) = 5.119, p < .0005$, based on "Experience", at last there were a statistically significant difference on all dimensions based on "type of Work" at the level of significance ($\alpha = 0.05$), and with regard to the total degree. To address the possibility of find out in favor of which group these differences were, the least significant difference method (LSD) method was conducted to support for the research Questions.

Table. 7 Results of the dimensional comparisons (LSD) method for the statistically significant demographic variables according to MANOVA

Independent variable	dependent variable	comparison	sig	Differences for
Specialization	empathy	scientific Humanitarian	0.45	Humanitarian
	skills and responsibility	scientific Humanitarian	٠.٠١٨	scientific
academic degree	self-regulation	Master's Assistant Professor	٠.٠٠٠	Assistant Professor
		Associate Professor	٠.٠٠٠	Associate Professor
		Assistant Associate	٠.٥٤٨	not

<i>Experience</i>	empathy	Professor	Professor		significant	
		Master's	Assistant Professor	٠.٠٠٠	Assistant Professor	
			Associate Professor	٠.٠٠٠	Associate Professor	
		Assistant Professor	Associate Professor	٠.٠٠٠	Associate Professor	
		Professor	Professor		Professor	
		Master's	Assistant Professor	٠.٦٨٧	not significant	
	Social skills & responsibility		Associate Professor	٠.٠٠٠	Associate Professor	
		Assistant Professor	Associate Professor	٠.٠٠٠	Associate Professor	
		Professor	Professor		Professor	
	total	Master's	Assistant Professor	٠.٠٠١	Assistant Professor	
			Associate Professor	٠.٠٠٠	Associate Professor	
			Assistant Professor	Associate Professor	٠.٠٠٠	Associate Professor
		self-regulation	from 1 to 5	from 5 to 10	٠.٠٥٦	not significant
				to 15	٠.٠٢٦	١٠ to 15
				More than 15	٠.٠٠٠	More than 15
	empathy	from 5 to 10	to 15	٠.٥٣	not significant	
			More than 15	٠.٠٠٠	More than 15	
			More than 15	٠.٠٠٣	More than 15	
from 1 to 5		from 5 to 10	٠.٠٠٠	from 5 to 10		
		to 15	٠.٠٠٠	١٠ to 15		
		More than 15	٠.٠٠٠	More than 15		
	from 5 to 10	to 15	٠.٠٠٠	to 15		
	More than 15	٠.٠٠٠	More than 15			

<i>Type of work</i>	skills and responsibility	١٠ to 15	More than 15	٠.٨٧٧	15 not significant
		from 1 to 5	from 5 to 10	٠.٠٠٠	from 5 to 10
			to 15 ١٠	٠.٠٠٠	١٠ to 15
	total		More than 15	٠.٠٠٠	More than 15
		from 5 to 10	to 15 ١٠	٠.٠٠٠	١٠ to 15
			More than 15	٠.٠٠٠	More than 15
	empathy	١٠ to 15	More than 15	٠.٠٠٠	More than 15
		From 1 to 5	from 5 to 10	٠.٢٣٢	not significant
			to 15 ١٠	٠.٣٥١	not significant
	Social skills & responsibility		More than 15	٠.٥٣٧	not significant
		from 5 to 10	to 15 ١٠	٠.٠٠٠	١٠ to 15
			More than 15	٠.٠٠١	More than 15
	lecturer & Administrative	١٠ to 15	More than 15	٠.٩١٥	not significant
		lecturer	Administrative	٠.٠٠٠	Administrative
			lecturer & Administrative	٠.٠٠٠	lecturer & Administrative
Administrative	Administrative	lecturer & Administrative	٠.٥١	not significant	
	lecturer	Administrative	٠.٠٠٠	lecturer	
lecturer	lecturer	Administrative	٠.٠٠٠	lecturer	
		lecturer	٠.٠٠٠	lecturer	

	ty	& Administrative		& Administrative
	Administrative	lecturer	٠.٠٠٠	lecturer
	ve	& Administrative		& Administrative
total	lecturer	Administrative	٠.٢١٤	lecturer
		lecturer	٠.٠٠١	lecturer
		& Administrative		& Administrative
	Administrative	lecturer	٠.٠٠٠	lecturer
	ve	& Administrative		& Administrative

The results shown in Table 7 indicates that there was a significant difference in Specialization, in favor of Humanitarian in the "empathy" diminution, but it was in favor of scientific "skills & responsibility". Also, there was a significant difference in "academic degree" in favor for Assistant Professor in "self-regulation"; "empathy" "skills and responsibility", and in total scores. Furthermore, there was a significant difference in Experience in favor for (More than 15 years) in "self-regulation"; empathy" and in total scores. And there was a significant difference in "type of work" in favor for, administrative staff in "empathy", but in favor for lecturer& administrative in "skills & responsibility". Additionally, and in total scores.

Question 5: Are there any significant differences at the level of significance ($\alpha \leq 0.05$) between the mean of the study sample in psychological Flexibility considering the demographic characteristics (Specialization - academic degree- Experience - type of Work)?

A one- way between subjects' ANOVA, was conducted to compare the effect of psychological flexibility on demographic variables.

Table 8. one-way analysis of variance to the differences in psychological flexibility due to demographic variables.

<i>Source:</i>	<i>Type III Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Specialization</i>	213.375	1	213.375	11.432	0.001
<i>Scientific degree</i>	1073.669	2	536.835	28.763	0.000
<i>Experience</i>	1079.006	3	359.669	19.271	0.000
<i>Type of work</i>	1016.036	2	508.018	27.219	0.000
<i>Error</i>	1082.524	58	18.664		
<i>Total</i>	525266.000	68			
<i>Corrected Total</i>	6040.059	67			

The results shown in Table 8 indicates that there are statistically significant differences between the mean values according to the Specialization variable $F(1,58) = 11.432, P=.001$, also, there was a statistically significant differences between the mean values according to the Scientific degree variable $F(2,58) = 28.763, P=.000$, and a statistically significant differences between the mean values according to Experience level variable $F(1,7) = 19.271, P=.000$. depending on the significance of the calculated values of (F) shown in the previous table at the significance level ($\alpha \leq 0.05$).

The least significant difference method (LSD) method was conducted to address the possibility of finding out in favor of which group these differences were.

Table 9. Results of least significant difference (LSD) method for the statistically significant demographic variables according to ANOVA

<i>Independent variable</i>	<i>comparison</i>	<i>sig</i>	<i>Differences for</i>	
<i>Specialization</i>	scientific	Humanitarian	0.023	Humanitarian
<i>Scientific degree</i>	Master's	Assistant	0.297	not significant
		Professor		
	Associate Professor	0.00	Associate Professor	
<i>Experience</i>	Assistant Professor	Associate Professor	0.00	Associate Professor
	٥ - ١	١٠ - ٥	0.00	١٠ - ٥

<i>Type of work</i>		١٥ - ١٠	0.091	not significant
		More than 15	0.00	More than 15
	١٠ - ٥	١٥ - ١٠	0.00	١٥ - ١٠
		More than 15	0.00	More than 15
	١٥ - ١٠	More than 15	0.00	More than 15
	lecturer	Administrative	0.617	not significant
		lecturer	0.00	lecturer
		Administrative و		Administrative و
	Administrative	lecturer	0.00	lecturer
		Administrative و		Administrative and

The results shown in Table 9 indicates that there was a significant difference in specialization in favor for Humanitarian, and for Associate Professor, also for the sample members with Experience (10-15 years) and (More than 15 years) more than (1-5 years) Experience, and at last the "administrative& lecturer" type of work conducted significantly more than Administrative or lecturer in psychological Flexibility.

Question6: Is there a statistically significant effect on the level of Mindfulness due to demographic variables (specialization - degree - Experience - nature of work) among faculty members at PSU?

To answer this question, a multiple factor independent variable MANOVA was used to find out the effect of demographic variables on the total score and dimensions of the mindfulness scale.

Table 10. one-way MANOVA

<i>Source</i>	<i>Type III Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>.Sig</i>	
<i>Specialization</i>	observation	176.340	1	176.340	63.107	0.000
	Description	90.267	1	90.267	56.532	0.000
	conscious action in the present moment	62.474	1	62.474	19.063	0.000
	not judging internal experiences	31.805	1	31.805	16.722	0.000
	not interacting	53.001	1	53.001	8.393	0.005

<i>Scientific Degree</i>	with internal experiences					
	total score mindfulness	1901.316	1	1901.316	29.551	0.000
	observation	15.082	2	7.541	2.699	0.076
	description	0.444	2	0.222	0.139	0.871
	conscious action in the present moment	10.440	2	5.220	1.593	0.212
	not judging internal experiences	19.529	2	9.765	5.134	0.009
<i>Experience</i>	not interacting with internal experiences	17.583	2	8.792	1.392	0.257
	total score mindfulness	156.864	2	78.432	1.219	0.303
	observation	93.475	3	31.158	11.151	0.000
	Description	92.596	3	30.865	19.330	0.000
	conscious action in the present moment	49.709	3	16.570	5.056	0.004
	not judging internal experiences	41.069	3	13.690	7.197	0.000
<i>Type of work</i>	not interacting with internal experiences	89.692	3	29.897	4.734	0.005
	total score mindfulness	1510.165	3	503.388	7.824	0.000
	observation	18.193	2	9.096	3.255	0.046
	description	9.752	2	4.876	3.054	0.055
	conscious action in the present moment	13.975	2	6.987	2.132	0.128
	not judging internal	4.343	2	2.171	1.142	0.326

<i>Error</i>	experiences					
	not interacting with internal experiences	38.951	2	19.476	3.084	0.053
	total score mindfulness	177.744	2	88.872	1.381	0.259
	observation	162.069	59	2.746932		
	Description	92.610	59	1.569661		
	conscious action in the present moment	190.083	59	3.221746		
	not judging internal experiences	110.318	59	1.869797		
	not interacting with internal experiences	366.277	59	6.208085		
	total score mindfulness	3731.703	59	63.2492		
	<i>Corrected Total</i>	observation	463.691	67		
Description		360.868	67			
conscious action in the present moment		433.221	67			
not judging internal experiences		283.691	67			
not interacting with internal experiences		631.059	67			
total score mindfulness		9074.059	67			

The results shown in Table 10 indicates that there was a statistically significant difference in " Specialization" and "experiences" based on all dimensions of Mindfulness, there were statistically significant differences in" not judging internal experiences" based on $F(2, 59) = 5.134, p < .0005$, The rest of the dimensions and the total degree were not statistically significant.

Also, there were statistically significant differences in "observation" based on "type of work" variable $F(2, 59) = 3.255, p < .0005$.

A least significant difference method (LSD) method was conducted to find out the possibility of group differences.

Table 11. Results of (LSD) method for the statistically significant demographic variables according to the MANOVA test.

<i>Independent variable</i>	<i>dependent variable</i>	<i>comparison</i>		<i>sig</i>	<i>Differences for</i>
<i>Specialization</i>	observation	scientific	Humanitarian	٠.٠٠٦	scientific
	Description	scientific	Humanitarian	٠.٠١٢	scientific
	conscious action in the present moment	scientific	Humanitarian	٠.٠٣٢	scientific
	not judging internal experiences	scientific	Humanitarian	٠.٠٠٠	Humanitarian
	not interacting with internal experiences	scientific	Humanitarian	٠.٠٠٢	Humanitarian
	Total degree	scientific	Humanitarian	٠.٠٠٠	scientific
<i>Scientific degree</i>	not judging internal experiences	Master's	Assistant Professor	٠.٠٠٠	Assistant Professor
		Assistant Professor	Associate Professor	٠.٠٠٠	Associate Professor
<i>Experience</i>	observation	٥ - ١	١٠ - ٥	٠.٦٦	١٠ - ٥
			١٥ - ١٠	٠.٠٠٠	١٥ - ١٠
		١٠ - ٥	More than 15	٠.٠٠٠	More than 15
			١٥ - ١٠	٠.٤٧٤	not significant

Description	١٥ - ١٠	More than 15	٠.٠٠٠	More than 15
	١٥ - ١٠	More than 15	٠.٣٨١	not significant
conscious action in the present moment	٥ - ١	١٠ - ٥	٠.٠٠١	١٠ - ٥
	١٥ - ١٠	١٥ - ١٠	٠.٠٠٠	١٥ - ١٠
not judging internal experiences	١٠ - ٥	١٥ - ١٠	٠.٠٢٣	١٥ - ١٠
	١٥ - ١٠	More than 15	٠.٠٠٢	More than 15
not interacting with internal experiences	٥ - ١	١٠ - ٥	٠.٦٢٣	not significant
	١٥ - ١٠	١٥ - ١٠	٠.٠٠٠	١٥ - ١٠
not judging internal experiences	١٠ - ٥	١٥ - ١٠	٠.٠٧٨	not significant
	١٥ - ١٠	More than 15	٠.١٥٣	not significant
not interacting with internal experiences	٥ - ١	١٠ - ٥	٠.٤٥٢	not significant
	١٥ - ١٠	١٥ - ١٠	٠.٣٩	not significant
not interacting with internal experiences	٥ - ١	١٠ - ٥	٠.٤٥٢	not significant
	١٥ - ١٠	More than 15	٠.٠٠٠	More than 15
not interacting with internal experiences	١٠ - ٥	١٥ - ١٠	٠.٩١٠	not significant
	١٥ - ١٠	More than 15	٠.٠٠٤	More than 15
not interacting with internal experiences	٥ - ١	١٠ - ٥	٠.٢١٥	not significant
	١٥ - ١٠	١٠ - ٥	٠.٦٠٠	not significant
not interacting with internal experiences	٥ - ١	١٠ - ٥	٠.٦٠٠	not significant
	١٥ - ١٠	١٥ - ١٠	٠.٢٧٧	not significant
not interacting with internal experiences	٥ - ١	١٠ - ٥	٠.٦٠٠	not significant
	١٥ - ١٠	More than 15	٠.٠٠٦	More than 15

Type of work	Total degree	١٠ - ٥	١٥ - ١٠	٠.١٨٧	not significant	
			More than 15	٠.٠١٣	More than 15	
		١٥ - ١٠	More than 15	٠.٠٩١	not significant	
		٥ - ١	١٠ - ٥	٠.٠٩٤	not significant	
			١٥ - ١٠	٠.٥٤٨	not significant	
			More than 15	٠.٠٠	More than 15	
	observation	lecturer	١٠ - ٥	١٥ - ١٠	٠.٩٢٢	not significant
				More than 15	٠.٠٠٦	More than 15
			١٥ - ١٠	More than 15	٠.٠٠	More than 15
		Administrative	lecturer	Administrative	٠.٦٨٢	not significant
			و	Administrative	٠.٣٦١	not significant
			Administrative	lecturer و Administrative	٠.٠٢٦	lecturer و Administrative

The results shown in Table 11 indicates that scientific Specialization displayed significantly more than Humanitarian in 3 diminutions also for the total degree of Mindfulness, except in (not judging internal experiences and not interacting with internal experiences) Humanitarian displayed significantly more than scientific, as for "scientific degree "indicated a significant differences in(not judging internal experiences) diminution in favor of "Associate Professor", thus, members with Experience (More than 15 years) displayed significant differences in all diminutions and total score of the Mindfulness, and there were significant differences in observation diminution in favor of "last Lecturer &Administrative" type of work.

Question 7: Is it possible to predict Mindfulness through psychological Flexibility and emotional intelligence among faculty members at PSAU?

To answer this question, the correlation coefficient values were extracted using the Pearson method to measure mental alertness, mental Flexibility, and emotional intelligence, as the following table indicates.

Table 12. Results of Pearson’s correlation coefficients between the three scales.

		<i>emotional intelligence</i>				<i>mindfulness</i>					<i>Psy. flexibility</i>		
		D1	D 2	D 3	D 4	To tal	D 1	D 2	D 3	D 4	D 5	T otal	Total score
<i>Emotional intelligence</i>	self-awareness	---											
	self-regulation	.313**	---										
	Empathy	0.063	.676**	---									
	skills and responsibility	-0.010	.329**	.407**	---								
	Total score	.409**	.842**	.825**	.658**	---							
<i>Mindfulness</i>	Observation	0.224	.271*	.479**	0.203	.434**	---						
	Description	0.148	0.112	.352**	0.186	.298*	.871**	---					
	consci	0.08	0.02	.352**	0.186	0.098	.871**	.871**	---				

correlation, analysis of variance test was conducted as indicated in the table below.

Table 13. One-way analysis of variance

	<i>Model</i>	<i>Sum of square</i>	<i>df</i>	<i>Mean square</i>	<i>F</i>	<i>sig</i>
1	regression	1215.465	2	607.732	5.027	.009 ^b
	Residual	7858.594	65	120.901		
	Total	9074.059	67			

a. Dependent Variable :total score mindfulness

b. Predictors: (Constant), total score scale of Psy. flexibility, total score scale of emotional intelligence.

The results shown in Table 13 indicates that there is a statistical significance attributed to the variable of emotional intelligence and Psy. flexibility in predicting Mindfulness, in order to find out the prediction equation, a linear regression test was conducted.

Table 14. regression coefficients

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>.Sig</i>
	<i>B</i>	<i>Std. Error</i>			
<i>Constant)</i>	17.425	33.262		0.524	0.602
<i>Emotional intelligence</i>	0.528	0.307	0.265	7.718	0.031
<i>Psy.flixibility</i>	0.161	0.189	0.132	5.852	0.039

Dependent Variable Mindfulness.

The results shown in Table 14 indicates that overall regression was statistically significant, that means that Emotional intelligence can significantly predicts Mindfulness, also psychological Flexibility significantly predicts Mindfulness. The prediction equation: mindfulness=17.425 + 0.528 Emotional intelligence +0.161 psychological flexibility

Based on the previous equation, the direct positive relationship between the psychological flexibility scale, the emotional intelligence scale, and the psychological flexibility scale shows the possibility of predicting Mindfulness through the values of emotional intelligence and psychological Flexibility. The higher the values of emotional intelligence and psychological Flexibility, the higher the values of Mindfulness.

5. Discussion

This study results showed that PSAU members have a moderate emotional intelligence but a high level of psychological flexibility and Mindfulness; these levels were positively related, which means high level of emotional intelligence will directly increase psychological flexibility and Mindfulness. These results consistent are with the studies of (Al-Ruwaili, 2019; shoeib,2020; Ismail, 2021; Rizzo& Schwartz ,2020) which founded that there is a strong relationship between Mindfulness; and psychological flexibility. (Al-Ruwaili, 2019; Ismail, 2021) and between Mindfulness and emotional intelligence Shoeib,2020) Furthermore, the study of (Rizzo& Schwartz , 2020) found a strong relationship between psychological flexibility and emotional intelligence and self-efficacy, In addition, Results showed that mindfulness increases when emotional intelligence and psychological flexibility increases, also psychological flexibility was increases when emotional intelligence, Thus, we can predict mindfulness through emotional intelligence and mental Flexibility.

Also, results showed that there were statistically significant differences between the mean values of the responses of the university's members, With regard to emotional intelligence showed that faculty members in the humanities are higher in the level of empathy than the scientific specialization, while " skills and social responsibility" are higher for those with scientific specializations, and the scientific degree outperforms an associate professor on the dimensions of emotional intelligence and those with experience between (10-15)year higher than others, and the type of work as a "lecturer and administrator" was high on the dimensions of emotional intelligence, and as for psychological flexibility the differences were in favor of humanitarian more than the scientific and those with higher experience who perform administrative work in addition to their work as lecturers, and this may be due to the nature of the specialization giving individuals the urgent need to psychological flexibility and develop this skill During the administrative work, in addition to the long years of experience that helps in that. As for mindfulness, it was in favor of the scientific specialization in three dimensions, and this is expected due to the nature of what their job requires such as accuracy and attention, as the experience of more than 15 years had the greatest impact on mental alertness, Due to the result , it was logical considering the tasks required of the faculty member and the importance of him having a high degree of emotional intelligence, especially in the diminutions of empathy and responsibility, and what the long experience plays in increasing psychological flexibility and mental alertness, Moreover, the distribution of the

sample members on demographic variables had the greatest impact on the progress of the results, the available sample was females, more in Humanities Colleges,. This resulted in reducing the effect for demographic aspect on all the three main variables but the possibility of reaching a larger sample was difficult due to amount of work university members have.

6- Conclusion:

The current study attempted to find the relationship between emotional intelligence, psychological flexibility, and Mindfulness to make sure that there is a predictive relationship between Mindfulness and emotional intelligence and psychological Flexibility, results indicated that scientific faculties excelled in the aspect of emotional intelligence, while the human faculties excelled in psychological flexibility. However, the mental alertness variable is distributed in its dimensions between the humanities faculties and the scientific faculties. The observation and act consciously dimensions were in favor of the scientific faculties, while the judgment of the internal experiences and the lack of interaction with the dimensions of the internal experiences were in favor of humanities faculties, as the study indicated that the higher the level of the academic degree and the higher the degree experience has increased the level of mindfulness, psychological flexibility, and emotional intelligence.

The accumulation of knowledge should be helpful for giving an idea to those in charge of university programs to identify the factors that significantly affect raising the level of mindfulness, psychological flexibility, and emotional intelligence which can raise the quality of university education and outputs.

Recommendations:

- 1- Conducting studies related to the impact of psychological resilience and emotional intelligence on other variables within university education to raise the level of efficiency of university outcomes.
- 2- Developing effective programs to increase the level of psychological flexibility and mental alertness
- 3- Increasing studies dealing with the mental alertness variable and its impact on the various educational variables.

The study limits:

Temporal limits: The study was applied to the faculty members of the second academic semester of 2021 at Prince Sattam bin Abdulaziz University in the Kingdom of Saudi Arabia.

Spatial limits: it was applied to faculty members at Prince Sattam bin Abdul Aziz University, Humanities and practical Faculties, in the Kingdom of Saudi Arabia.

Human limits: the sample was limited to 68 faculty members who were randomly selected within the campus of Prince Sattam bin Abdulaziz University within the demographic variables (experience - faculty - specialization).

Objective limits: Three scales were applied: emotional intelligence, psychological resilience, and mental alertness which were electronically distributed to the study sample.

Conflict of Interest

I am, the author of this paper, earnestly declare that there is no conflict of interest or relationship, financial or otherwise (between me and any individual, organization or a group of people) that might be perceived as influencing my objectivity.

External Funding

The author has no external funding to disclose.

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