The relationship of Mindfulness with Psychological flow for students of the College of Education for Pure Sciences 2018

Dr. Khowla Hassan Hmood

Khawla.hmood@uobasrah.edu.iq

Basra Univ./ College of Education for Human Sciences/ Dpt. of Educational and Psychological Sciences

Abstract

In order for the student to be able to perform the proper and required manner, he must have the ability to mentally visualize the required skills, and this depends on the matching process. It is the process in which the new experience is adapted and modified with the experiences previously stored in the cognitive construction. The decrease in the level of individual's psychological flow negatively affects the low level of performance, its decline, the weakness of focus and the loss of fluidity in practice. This tendency reveals a lot of positive thoughts after there was no control over negative thoughts, including the internal psychological state that makes the learner feel autistic and fully focused with what he is doing and the enthusiasm towards activities with a general sense of success in dealing with these activities. This is called psychological flow. This condition is related to the state of optimal learning, which Mihaly Shikzentemali described as a state of focus that rises to the level of absolute absorption.

The current study aimed to identify the level of mental alertness and psychological flow among the fourth stage students of the College of Education for Pure Sciences at the University of Basra, and to examine the correlational relationship between them. The study adopted the relational descriptive approach. The study sample was composed of (135) male and female students, of whom (38) Male and 97 male students from the fourth stage of the College of Education for Pure Sciences in the academic year 2018/2019. They were chosen by a simple random method. Forrealizing the study objectives, two scales were used: the Mindfulness Scale (Langer), which was translated by both Al Mamouri and Abd 2016 and the Psychological Flow Scale (Al-Obaidi 2016).

The results indicated that the sample members possessed an increasing level of mental alertness and psychological flow as well, indicating that there were no statistically significant differences at the level of mindfulness and psychological flow attributable to the gender variable.On the other hand, the results point out a statistically significantpositive correlation among mindfulness and psychological flow. In light of its conclusions, the study recommended a number of recommendations, including: Providing extension programs to increase mental alertness and psychological flow.

Keywords: Mindfulness, psychological flow, college of Education for Pure Sciences

Introduction

Research problem:

Various academic, psychological and social problems encountered university students, but they may vary among themselves in how they deal with themselves when they are exposed to these problems. Some may be successful in and others may be failed. Nev (2003) thinks that rather than rejecting or handling failure and dissatisfaction in a good way, some people respond to them with positive sympathy for themselves and complete openness to their experiences with mental alertness, emotional balance, and regulating difficulties. On the contrary, other individuals who do not have the capacity to come to terms with themselves and have compassion for themselves, especially those who fail to face their painful experiences. As a result, they live in a state of anxiety, depression, and tension, and their personalities are characterized by intellectual stagnation, social isolation, and self-criticism (Neff, 2003).

It was also discovered that self-compassion is a influentialsign of cognitive health, since a corpus of study demonstrates that self-compassion aids people in both alleviating and enduring pain. The great majority of self-compassion research is correlational research in which the self-compassion scale is employed to test the link amongstself-compassion and psychological wellbeing. (Neff, 2003a) In general, psychological well-being in

particular is one of the most discussed variables in the recent period because of their role in achieving compatibility, happiness and contentment among individuals.

The problem of the current study can be determined by the following questions:

1. Is there a relationship between the dimensions of the self-compassion scale, and their scores on Jordan's personal qualities among the students from the study sample?

2. Is there a relationship between the students' grades on the self-compassion scale, and the quality of psychological life among the students in the study sample?

3. Are there statistical and significant differences between the average scores of the total sample members on the self-compassion scale according to the gender and specializationvariable?

4. Any there statistically significant differences between the average scores of the total sample members on personal qualities according to the gender and specializationvariable were noticed?

5. Are there statistically significant differences between the average scores of the total sample members on the psychological life quality according to the variable of gender and specialization?

6. Is self-compassion a good predictor for recognizing an individual's personal qualities and a sense of psychological life quality?

Defining Terms:

First: Self-compassion: Neff, K. D. (2003)defined an inner feeling of emotional pain and a feeling of positive influence towards this pain (Neff, K. D. 2003: 224)Gilbert, et al.(2011) defined it as sensitivity to the suffering of oneself and others with a serious attempt by the individual to prevent and alleviate this suffering through two methods: 1- Understanding how to deal with suffering.

1- Working to alleviate and prevent suffering and to be more psychologically good (Gilbert, et al 2011:240))

Second: The psychological quality of life: Abdel Muti (2005) defined it as an expression of the individual's self-perception and evaluation of the material aspects available in his life and the extent of the importance of each aspect of it for the individual at a specific time and under certain conditions and it clearly shows in the level of happiness or misery that he has In turn, it affects the individual's daily dealings and interactions. (Jebr, 2005: 17) It was defined by Ryff, et al (2006) "Behavioral markers are also used to track a positive sense of well-being that indicate a person's increased levels of satisfaction with himself and his life in general, and his continuous pursuit to achieve personal goals that are appreciated and of value and meaning for him, and his independence In determining the direction and path of his life, and establishing and maintaining mutual encouraging social tiesamong others.The psychological general sensation of contentment, serenity, and psychological reassurance are also connected to quality of life. (Rajia: 2009, p. 175)

Third: Personal Qualities

Sufyan (2004) defined it as the physical, mental, emotional, social, innate or acquired quality that characterizes a person, and it is a relatively stable predisposition to a certain type of behavior.(Ghannam. 2005. 25): According to the general quality theory, they are internal, general, independent preparations that are not affected by external factors and conditions. According to the qualitative Quality Theory, the quality is a habit or description of the behavior of the individual apparent in a particular situation and not an internal preparation.

Research Objectives: The research paper aims at identifying:

1- The level of self-compassion among university students

2- The most common personal qualities among students

3- Identifying the level of quality of psychological life among faculty students

4- Identifying the relationship between the dimensions of the self-compassion scale, and their scores on Jordan's personal qualities among the students from the study sample?

5- Identifying the relationship between the students' grades on the self-compassion scale, and the psychological quality of life of the students from the study sample?

6- Are there statistically significant differences between the mean scores of the total sample members on the self-compassion scale, according to the gender and specializationvariable?

First: Concept of self-compassion:

The concept of self-compassion has recently received increasing attention in research, as this topic has been addressed in more than 200 articles and letters in a scientific journal since 2003, which was the first year that saw the publication of two articles defining and measuring self-compassion (Neff, 2003; Neff, 2003b). Self-compassion is a positive attitude toward oneself in painful situations or disappointments and failures and involves being kind to oneself and not being too critical of oneself understanding their experiences as part of the experience most people experience and processing painful feelings in their consciousness with an open mind (Al-Asmy, 2011. 30)

Self-compassion components:

A- Self-Kindness: Western cultures place enormousstress on kindness to others, but not on self-kindness. When making a mistake or failing in a certain way, we usually employ sharp and critical inner language - like "You're stupid and lazy and I'm ashamed of you." It is implausible that we would utter such utterances to a close friend or even to a stranger. When asked directly, the majority of people say that they are more compassionate towards others than they are to self (Neff, 2003a).

b- Humanity: The feelings of common humanity associated with self-compassion include the realization that everyone can fail, make mistakes, and fail at some things. We don't always get what we want and sometimes we feel frustrated and disappointed - both in ourselves and in the circumstances of our lives. This is only part of the human experience, and a basic fact that life is shared by all who inhabit the planet. Therefore, we are not alone in imperfection but it is that imperfection or imperfection that makes us members of the human race.

C- Mindfulness: Self-compassion includes an alert awareness of our own ideas and feelings perceived with a kind of balance and equanimity. Mindfulness helps us open with experience to the reality of the present moment without criticism, avoidance, or inhibition. So why is mindfulness so essential to compassion? First, we must be willing to turn to and confront our painful thoughts and feelings in order to surround ourselves with empathy. While the pain can seem noticeable, lot of people can't realize the pain they are in, specifically when that pain arises out of our inner self-criticism. When we face life challenges, we engage in a stereotypical state of problem addressing that they don't stop to think about how difficult the moment is. Mindfulness for negative thoughts and feelings means that we do not overthink them and engage in avoidant interactions. (Bishop et al.2004)

Second: Concept of life quality

Students' development of their awareness of quality of life is a clear stage at the university level because they are going through an important developmental stage in their lives as they are preparing to join various professions, marriage and family stability. Hence, their view of the quality of life affects their academic performance and their motivation to achieve and achieve their subjective and objective goals. Accordingly, trying to understand students' appreciation and awareness of the life quality is an important step towards understanding this stage and its requirements. (Naisa, 2012)

The concept of psychological quality of life:

Ryff & Keyes (1995) developed a model for psychological quality of life known as the Six Factors Model, which includes the following factors: (self-acceptance, positive relationships with others, independence, environmental control, purposeful life, and personal growth).). It can be said that psychological quality of life represents the psychological or psychological dimension of quality of life, and the conception of psychological quality of life is a dynamic concept that includes many subjective, social and psychological components. It is seen as a general umbrella under which all the elements of positive mental health fall, and is linked to an attempt to monitor how individuals perceive their ability to control their personal lives. To what extent do individuals feel that their personal lives have meaning and value, and the extent to which they have reciprocal positive social relationships with others (Deiner, et al, 1999:269)

Third / Concept of personal qualities :

The quality is understood by the common people because we use it in our vernacular to describe people's personalities on the basis of someone being generous, stingy, brave, talkative, and other general qualities. Quality theory is also among the theories that have a great influence and role in personality analysis and according to its perspective, characterizes personality characteristics and determines the individual's behavior according to

"measurement of his personal qualities." This theory assumes that the different responses of the individual in special situations are based on the specific preparations available. These dispositions are called individual quality, in other words, individuals can be described and identified according to their own behavior. Proponents of this theory believe that personality consists of a large group of qualitiesand traits, and they agree that the qualityis the main unit of personality (Karmian, 2007, pp. 21-22).

Theories explainingpersonal qualities

Quality Theory: quality theoryis one of the simplest ways to describe a person in certain terms, and such qualities are predisposition concepts that refer to tendencies to act or respond in certain ways. Quality may refer to apparent or superficial expressions. The QualityTheory is based on the following: A qualityis a person's tendency to respond in a certain way to some kind of stimuli. A person has a number of qualities and their sum is what distinguishes the personality and that each quality includes a number of elements or qualities narrower in its limits than the quality. The two scientists, Stogdel and Bernard, are enthusiasts of this theory, as they relied on the observation of a number of well-known leaders and they listed the common qualities between them. They believe that an efficient leader must have a number of personal qualitiesand characteristics that distinguish him from others.

Previous studies:

First: Studies that dealt with self-compassion among university students:

1- Al-Asmy's study (2014): (self-compassion and its relationship to some personal qualities among a sample of King Khaled students) for both genders (male-female) and specialization (literary-scientific) and knowing the effect of each of them on self-compassion. The group was composed of (184) he/she students, at King Khalidama University. The tools were used the Nev (2003) scale and the list of the five factors of personality. The results showed a positive relationship between the positive dimensions of self-compassion, common humanity, and personal qualities (extraversion, openness to experience, acceptability, and conscientiousness) with a negative relationship between autonomy and isolation and autism with self and neuroticism. The results also showed that females are more self-compassionate than males, and that students of literary faculties are more self-compassionate than students of scientific faculties. The results also showed that there is an interaction between gender, specialization and self-compassion.

Second: Studies dealing with the life quality of faculty students:

Saud'sstudy (2013) recognizes the level of feeling of quality of life amongst Iraqi faculty students. The paper aimed at revealing the level of sense of quality of life among Iraqi college students, and the study sample consisted of (351) students from the faculties of theology, administration, economics and law at the Iraqi University. The results figured out that the level of feeling of quality is low in the psychological, health and security fields. The results also revealed that there were statistically significant differences in the sense of quality of life and in its fields, according to the variable of the educational stage.

Third: Studies showing the personality qualities of university students:

1- Moussa and Abdel Wahed's (2013) study of some personal qualitiesand their relationship to problem solving among university students: The study attemptedrecognizing the level of personal qualitiesaccording to the variables of gender, specialization and academic stage and to know the differences in the level of problem solving according to the variables of gender, specialization, stage and the relationship between personal qualitiesand problem solving among university students. The research sample was composed of (200) male and female students from the University of Tikrit divided into (8) faculties, and by (4) humanities faculties and (4) scientific faculties.

The researchers used the (Raymond Cattell) scale for the personal qualitiesof adults and expressed by Egyptian experts. The scale has high validity and stability in the Iraqi environment, and the results showed students' weakness in all components of the scale except for the qualitiesof strength of self-consideration versus weakness of self-consideration, as thesepersonal qualitieswere statistically significant at the level (0.05). This indicates that university students enjoy this qualitywell, in addition to statistically significant differences between students in personal qualitiesaccording to the gender variable and in favor of females. In favor of the fourth stage, and there are no statistically significant differences depending on the specialization variable. The study reached a set of recommendations and suggestions.

Research Methodology and Procedures

The two researchers used the descriptive associative approach, it is called descriptive because it describes the reasons for the occurrence of the phenomenon such as the phenomenon of self-compassion.

Research community and sample:

The study population consists of Basra University students, and the two researchers tested a random sample of this community for the academic year (2016-2017) and their number is (250) students, by applying the study standards to this sample, and after excluding the 12 missing answers. In response to not completing the data, the final sample of the study became (238) males and female students, (121) females and (117) males.

Study tools: To answer the study hypotheses, the two researchers used a set of tools, namely:

1- The self-compassion scale: This scale was prepared by Neff, K. D (2003). It consists of (26) statements, each of which has five alternatives to estimate: (always happen, usually happens, sometimes happens, rarely happens, and never happens), and the following weights were given (5, 4, 3, 2, 1). Thus, the highest degree is (130), and the lowest degree is (26), and the high degree represents a high level of self-compassion. The measures expressions are divided into five dimensions, which are the following:

       1- Kindness to oneself (5) items (5,12,19,23,26)

       2- Self-judgment (5) items(1,8,11,16,12)

       3- Common humanity (4) items(3,7,10,15)

       4- Isolation (4) items(4,13,18,25)

       5- Mindfulness (4 items) (9,14,17,22)

       6- Excessive proof of identity (4) items(2,6,20,24).

For ensuring the validity of the measure of compassion in particular on the target sample, a sample of students was the tool of application, whose number reached (100) male and female students, in order to extract validity and stability.

First, validity: The two researchers extracted the validity of self-compassion scale in particular in several ways, including:

For verifying the validity of the scale, the two researchers relied on a group of arbitrators from professors of psychology and psychological counseling at the College of Education, University of Basra, who obtained the approval of no less than (95%) of the opinions of the professor who were presented with the scale.

The validity of the hypothetical configuration was extracted to measure the internal consistency of the scale as a whole by calculating the correlation coefficient between the degree of each dimension and the total score of the scale. The correlation coefficients are illustrated in the following table:

Table (1) Correlation coefficient between the degree of self-compassion scale dimensions and the overall degree

Dimension	correlation coefficient
Self-compassion	(**)0,74
Self-assessment	(**)0,66
general humanity	(**)0,78
isolation	(**)0,68
Mindfulness	(**)0,68
general similar	(**)0,61
The overall score of the scale	(**)0,78

     **= Significance at the level (0,01), *= Significance at 0.05

It is clear from the above table that all fields are significant statistically at a significance level of (0.01) and this confirms that the scale has a good degree of internal consistency.

2- Self-validity: It means the validity of the experimental scores of the scale in relation to the real scores that have been freed from measurement impurities. Accordingly, the self-validity of the scale by calculating the square root of the stability was (0.76).

Second - Stability: The two researchers also extracted the stability of the scale on the members of the exploratory sample, using two methods of stability.

A-Retest: The two researchers applied the scale to (40) male and female students, and then re-applied it again on the same sample after more than two weeks, and then the Pearson correlation coefficient was calculated between the grades of the first and second applications, as the correlation coefficient was (0). , 79)

b- Half-segmentation: The stability of the scale was calculated by the method of split-half on the same sample stability, in order to calculate the correlation coefficient between the two halves, where the correlation coefficient was (0.66) and corrected for the Spearman-Brown equation, and the correlation coefficient after modification was (0.68). This points out that the scale is of a good degree of stability

2- Psychological Quality of Life Scale: Ryff's Psychological Quality of Life Scale (PWB).

    A- In its final form, this scale consists of (42) items, distributed over six dimensions: Subjectivity: items 1, 7, 13, 19, 25, 31, 37.

    B- Environmental Proficiency: items 2, 8, 14, 20, 26, 32, 38.

    C- Personal growth: items 3, 9, 15, 21, 27, 33, 39.

    D- Positive relationships: items 4, 10, 16, 22, 28, 34, 40.

    E- The purpose in life: items 5, 11, 17, 23, 29, 35, 41.

    F- Self-acceptance: items 6, 12, 18, 24, 30, 36, 42.

In front of each statement there is a hexagonal scale (strongly agree, sometimes agree, mostly agree, rarely agree, disagree, strongly disagree). The total score of the subject is calculated by adding scores on the scale areas. Note that the high degree of the scale is an indicator of the high quality of psychological life of the student.

Extracting validity in several types, including:

First - the validity of the arbitrators: The scale, after its Arabization, was presented to a committee specialized in psychology at the College of Education in Basra, who were (6) arbitrators, to know their thoughts and remarks about the appropriateness of the scale items and the extent to which the item belongs to each field, as well as the clarity of its formulation and its suitability on the university students. In light of these opinions, some of them were modified to be appropriate.

Secondly - construct validity (internal consistency). Applying the scale to a sample of students consisting of (100) male and female studentsverified the validity of the internal consistency of the scale. Each item of the scale and the overall score for the domain to which it belongs, as shown in Table (2)

Table (2) shows the correlation coefficient of the items and the total score of the scale

Correlation coefficient	Item No	Correlation coefficient	Item No	Correlation coefficient	Item No	Correlation coefficient	Item No
0,59	34	0,40	23	0,60	12	0,37	1
0,52	35	0,58	24	0,31	13	0,42	2
0,43	36	0,51	25	0,43	14	0,40	3
0,38	37	0,61	26	0,49	15	0,39	4
0,40	38	0,31	27	0,57	16	0,58	5
0,58	39	0,48	28	0,61	17	0,59	6
0,37	40	0,42	29	0,42	18	0,46	7
0,43	41	0,58	30	0,39	19	0,32	8
0,36	42	0,59	31	0,51	20	0,41	9
		0,42	32	0,37	21	0,38	10

		0,67	33	0,60	22	0,61	11

All the expressions are significant at the 0.01 and 0.05 levels as pointed out in the table. This indicates high and sufficient validity indicators that can be trusted in the application of the current study.

Table (3) shows the correlation coefficients between the dimensions of the scale and the total score of the psychological quality of life scale

correlation coefficient	Dimensions
(**) 0,47	Subjectivity
(**)0,61	Environmental mastery
(**)0,59	personal growth
(**) 0,43	positive relationships
(**) 0,53	goal in life
(**) 0,49	self-acceptance
(**)0,55	The overall score of the scale

As for the stability, it was extracted by the re-test method, where the psychological quality of life measure was applied to a sample of (40) university undergraduates. After more than two weeks, the scale was applied again on the same sample, and the Pearson correlation coefficient was extracted amongst the two applications, and the reliability coefficient was (0.77), and it was also reached by the Gottman equation (0.74).

3- Personality AttributeScale: This scale was prepared (Khattam Ghannam, 2005) and is based on the Port Gordon theory. In its final form, this scale consists of (39) items, and it is a graded scale (1-5) representing the following categories of ranking (does not apply to me at all: does not apply to me to a large extent - applies to someextent - applies to a large extent - completely applies.

The scale consists of four dimensions: control, responsibility, emotional balance, and social. To ensure the validity of the Jordan personal qualitiesscale on the target sample, it was applied to a sample of (100) male and female students, in order to extract validity and stability.

First: validity: The two researchers extracted the validity of the personal qualitiesscale in several ways, including:

A –Ostensible validity, for verifying the validity of the scale, the two researchers relied on a group of arbitrators from professors of psychology and psychological counseling at the College of Education, University of Basra, where he obtained the approval of no less than (88%) of the opinions of the professor who were presented with the scale. .

Internal consistency validity: This is illustrated by the following table:

Table (4) shows the correlation coefficients between the scores of each item of the personal qualitiesscale and the total score for each domain

Level of significance	Correlation coefficients between each dimension and its specific items	Dimensions
0,01	(0,81 – 0,44)	control
0,01	(0,76 – 0,43)	Responsibility
0,01	(0,71 – 0,41)	emotional imbalance
0,01	(0,84 – 0,34)	Social

The correlation coefficients are all significant at the 0.01 level as illustrated in the table. This indicates the statistical validity of the scale.

Secondly, the stability of the test:

A- Re-test: The two researchers applied the scale to a sample of students consisting of (40) male and female students, and after two weeks passed, the scale was applied a second time, then the Pearson correlation coefficient was computedamongst the scores of the first and second application, where the correlation coefficient was (0, 76).

B- Alpha Cronbach method: The two researchers used another method to calculate stability, in order to find the scale's stability coefficient. It became clear that the coefficients of Al-Faker and Nebach are as follows (control, 0.66, responsibility, 0.71, emotional imbalance 0.65, social, 0.63). This indicates that the scale has a reasonable degree of stability.

Results and Discussion

The data was analyzed statistically according to what was mentioned above, and then the results obtained were presented and discussed by answering the problem questions, and verifying the hypotheses of the study as follows:
The current research was designed to answer the research questions posed by the two researchers. In the research problem which was represented in:
The first question: What is the level of self-compassion among faculty undergraduates?
To achieve this goal, the hypothetical mean of the scale (78 degrees) was extracted and compared with the arithmetic mean of the sample (76.7) degrees with a standard deviation of (8.57) degrees.) as shown in Table (6) and that the difference is real and not caused by the chance factor.
Table (5) shows the statistical properties and the t-test of self-compassion

Tabular	T- Value	Standard deviation	Hypothetical mean	Medium	No	Variable
1.96 Statistically sig.	2.35	8.57	78-	76.7	238	Self-compassion

The second question: What are the most common personal qualitiesamong university students? In order to answer this question, the percentage of each dimension of personal qualities was extracted, as shown in Table (6).
Table (6) shows the percentage of each of the personal qualities

No.	No.	personal qualities	Percentage
1	52	the control	%21,8
2	56	Responsibility	%23.5
3	63	imbalance	%26.4
4	67	Social	%28,1

It is clear from the above table that the social was the most common type of personal qualitiesamong the students included in the research, at a rate of 28.1%. We infer from this that these students enjoy social relations.
The third question: What is the level of psychological quality of life for the students included in the research?
To achieve this purpose, the arithmetic mean of the sample was calculated and it was (148.16) degrees with a standard deviation of (9.45 degrees) and by comparing this mean with the theoretical average (147). It is noticed that it is slightly higher than the average when testing the difference between the two averages and it was found that it is not statistically significant at (0.05) as shown in Table (7).

Variable	Tabular value	T-value	Hypothetical mean	Deviation	Medium	No.	Statistical significance
Life psychological quality	1,96	0,3995	147	6.18	148.16	283	Non-sig.

The results of the first hypothesis, "there is a statistically significant correlation between students' degrees of self-compassion and their degrees in psychological quality of life."
To verify the validity of this hypothesis, the two researchers calculated the Pearson correlation coefficient between the students' scores on the self-compassion scale and their scores on the psychological quality of life scale, as illustrated in the table:

Table(8)Correlation coefficients between degrees of self-compassion and their scores on psychological quality of life.

Total mark	Self-acceptance	Goal in life	Negative relations	Personal growth	Environmental mastery	Selfness	Life psychological quality / Self compassion
*0,19 **0,30 -	*0,34	**0,21-	**0,51	0,32 *	0,19 *	0,28-**	Self-compassion
*0,21 -0,28 - *0,19 -**	*0,27	*0,20 -	**0,27 -	**0,22 -	*0,15 -	0,18 -*	self-judgment
*0,28	*0,40	*0,19	**0,25	*0,17	0,21*	*0,41	common humanity
*0,34 0,18-**	*0,19 -	*0,19 -	0,30 -**	0,27 -**	0,19 *	0,23 -**	Isolation
*0,29	*0,29 -	*0,21	*0,44	*0,34	*0,43	*0,55	Mindfulness
*0,40	*0,22	*0,17	*0,38	*0,18	*0,22	*0,19 -	Excessive identification
*0.33	*0,30	*0,11	0,13 *	*0,14	0,10 *	0,12 *	Total marks

** A function at the 0.01 level * a function at the 0.05 level

It is clear from Table (8) that there is a positive correlation with statistical significance between the scores of the students included in the research on the self-compassion variable and their scores in the psychological quality of life variable and its overall dimensions.This result confirms the validity of the hypothesis, and this means that the higher the level of psychological quality of life, the greater their self-compassion.The results of the second hypothesis, and its text: There is a correlation between the dimensions of the self-compassion scale, and their scores on Jordan's personal qualitiesamong the students of the study sample.

Table (9) Correlation coefficients between degrees of self-compassion and their degrees on personal qualities.

Goal in life	Sociality	Imbalance	Responsibility	Control	personal qualities / Self compassion
**0,52-	**0,42	0,23 *	0,33 *	0,44-**	Self compassion
*0,20 -	**0,23 -	**0,37 -	*0,26 -	0,32 -*	Self-compassion
*0,19	**0,28	*0,21	0,21*	*0,38	self-judgment
*0,19 -	0,30 -**	0,22 -**	0,22 *	0,33 -**	common humanity
*0,21	*0,40	*0,34	*0,19	*0,30	Isolation
*0,17	*0,34	*0,19	*0,32	*0,16 -	Mindfulness
*0,11	0,31 *	*0,21	0,18 *	0,19 *	Excessive identification

**Function at 0.01 level*Function at 0.05 level

It is clear from Table (10) that there is a positive, statistically significant correlation among the students'scores included in the research in the self-compassion variable and their scores in the personal qualitiesvariable and its overall dimensions.

To identify the statistically significant differences in self compassion for university undergraduates according to the two variables (gender - specialization) and to achieve this goal, the following null hypothesis was tested: No statistically significant differences at the level of significance (0.05) in self-compassion among university students according to the two variables (gender - specialization) was noticed: To verify the validity of the hypothesis, the data were processed statistically using Two-way ANOVA test, Tow–Way Anova as pointed out in Table (10).

Table (10) analysis of variance to test the significance of differences in self compassion for university undergraduatesin line with the two variables (gender - specialization)

variance	Calculated T- value	Average of	Degree of	Total of squares	Statistical

		squares	freedom		significance
Gender	9,920	955,654	1	955,654	Sig.
Specialization	2,008	193,432	1	193,432	Non-sig.
gender*specialty	0,109	10,567	1	10,567	Non-sig.
The error		96,331	234	22541,678	
Total			238	1084012,00	
corrected total			237	24246,063	

It is illustrated through the table that no statistically significant differences in favor of gender were noticed, as the T value reached 9,920, which is a statistical function at the 0.05 level, but there are no statistically significant differences for each of the specialization variable, becauseT value reached 2,008, which is not significant. Also, there are no differences in the interaction between gender and specialization

Fourth Objective: To identify the significance of differences in the quality of psychological life among university students according to the two variables represented in Gender (male-female) and Specialization (scientific-humanistic). To know the statistically significant differences in the quality of psychological life for university students according to the two variables (gender, specialization) and to achieve this objective, the following null hypothesis was tested: No statistically sig. differences at the level of significance (0.05) in the quality of psychological life among facultyundergraduates according to the two variables (gender - specialization) were noticed: To verify the validity of the hypothesis, the data were processed statistically using Two-way analysis of variance test. Table (11) illustrates this.

Table(11) An analysis of variance to test the significance of the psychological quality of life for university undergraduatesbased upon the two variables (gender - specialization)

Variance	Calculated T-value	Average of squares	Degree of freedom	Total of squares	Statistical significance
Gender	84,194	6275,876	1	6275,876	Significant
Specialization	18,959	1413,231	1	1413,231	Significant
gender*specialty	0,432	32,265	1	32,265	non-sig.
The error		74,540	234	17442,544	
Total			238	12823121,000	
corrected total			237	133991,236	

Clearly illustrated in the table that no statistically significant differences in favor of gender were noticed, as the t value reached 84,194, which is a statistical function at the 0.05 level. It is clear from the above table that there are no differences in the interaction between gender and specialization. The fifth objective identifies the significance of the differences in the personal qualitiesof university students according to my two variables represented in Gender (male-female) and Specialization (scientific-humanistic).To know the statistically significant differences in the personal qualitiesof university undergraduates according to the two variables (gender, specialization) and to achieve this goal, the following null hypothesis was tested: There are no statistically significant differences at the significance level (0.05) in the personal qualitiesof university students according to the two variables (gender - specialization): To verify the validity of the hypothesis, the data were processed statistically using Two-way analysis of variance test. Table (12) illustrates this.

Table (12) Analysis of variance to test the significance of the differences for the personal qualitiesof university students according to the two variables (gender - specialization).

Variance	Calculated F-	Average of	Degree of	Total of squares	Statistical

	value	squares	freedom		significance
Gender	14,553	7774,939	1	7655,939	Significant
Specialization	3,510	1875,339	1	1875,743	Significant
gender*specialty	0,071	38,265	1	38,265	Non-sig.
The error		534,249	234	125014,44	
Total			238	1307125,000	
corrected total			237	143788,194	

Obviously illustrated in the table that nostatistically significant differences in favor of gender were noticed, where the F value reached 14,553, which is a statistical function at the level of 0.05. There are also statistically significant differences according to the specialization variable, as the t value reached 3.510, which is a statistical function at a significance level of 0.05, as it is clear from the above table that there are no differences in the interaction between gender and specialization.

Sixth Objective is self-compassion a good predictor for identifying the individual's personal qualities and feeling the psychological quality of life? To find out the contribution of the independent variables "personal qualities" and psychological quality of life" to the dependent variable "self-compassion", stepwise linear regression analysis was used to introduce body image first, then body image and self-esteem secondly, as shown in Table (13)

Table (13) shows the multiple linear correlation coefficients and their squares and the extent of their interpretation

Variables	Beta Coefficient B	Standard error of estimation	Modified correlation coefficient square	Square of the polycorrelation coefficient (R))2	Correlation coefficient Multimeter R	T-value
Psychological quality of life	0.415	25,211	0,267	0.313	0,56	8,22
personal qualities	0,467	22,621	0,265	0,280	0,53	10,87
Quality of life and personal qualities	0,276-	26,543	0,385	0,462	0.68	-6,26

The results indicate that the independent variables (the quality of psychological life) have contributed to predicting self-compassion among university students, as the contribution rate reached R (0.56). The value of T was 8.22, which is a value that is significant statistically at the 0.01 level, and then the personal qualitiesvariable was the contribution rate (R) amounted to (0.53). The value of T was 10.87, which is a statistically significant value at the 0.01 level. Table (9) illustrated that the multiple regression analysis that the contribution of the independent variables to the degrees of the dependent variable was statistically significant at the 0.01 level. This result indicates that it is possible to predict the degrees of self-compassion for a sample of students (male-female) from the standard weights of the psychological quality of life variables and personal qualities .

The results of the multiple correlation coefficients showed a relationship between the dependent variable (self-compassion) on the one hand and the independent variables (psychological quality of life and personal qualities) on the other. The multiple correlation coefficient reached (0.68) a degree that explains the effect of the independent variables in explaining the variation in the degrees of the dependent variable, meaning that 68% of the variation in

the degrees of the dependent variable is due to the independent variables combined. As for the accuracy of prediction in real units, it is reflected in the standard error in the regression equation of (26,543). The result can be explained that each of the psychological quality of life is an indicator of self-compassion.

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