

Abstract:

The Relative Contribution of the Mindfulness and Coping Strategies in Predicting the Academic Resilience of the Outstanding Students in the Faculty of Education, Fayoum University

The current research aimed at exploring the effect of the interaction of the variables of academic grade (second- third- fourth) and the type of the faculty type (practical/ theoretical) on the total score of Academic Resilience, Coping Strategies, and Mindfulness among the Outstanding Students in the Faculty of Education, Fayoum University. In addition, the research aimed at knowing the Contribution of the Mindfulness and Coping Strategies in Predicting the Academic Resilience of the Outstanding Students in the Faculty of Education, Fayoum University.

The researcher prepared and administered Mindfulness scale, Coping Strategies scale and Academic Resilience scale . The participants consisted of (167) Outstanding Students at the faculty of education, Fayoum University. The researcher employed many statistical techniques such as Exploratory Factor Analysis, Confirmatory Factor Analysis, Two- Way Anova, MANOVA and Stepwise Regression Analysis.

The research results indicated that there are statistically significant effect of the type of the faculty type (practical/ theoretical) on the total score of Academic Resilience For the academic specialization, and The results also revealed a statistically significant effect for the academic grade (second- third- fourth) in Academic Resilience in favor of the fourth group. In addition, there is a statistically significant effect for academic grade (second- third- fourth) in non-judging of inner experience and observing as dimensions of Mindfulness in favor of the fourth group.

However, there is a statistically significant effect of the interaction of the variables of the type of the faculty and academic grade (second- third- fourth) on Emotion-Oriented Coping in favor of the third group scientific specialization, Also there are a statistically significant effect for academic grade (second- third- fourth) in the Task-Oriented Coping in favor of the fourth division.

The research also found that each of non-judging of inner experience and observing as dimensions of Mindfulness and Task-Oriented Coping, positive thinking as Coping Strategies in predicting Academic Resilience of the participants.

Key Words :- Relative Contribution - Mindfulness - Coping Strategies - Academic