



Research Article

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Received: 27 February 2021 / Accepted: 29 March 2021 / Published: 10 May 2021

Mindfulness and Its Relation to Psychological Resilience and Depression of Distinguished Students

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DOI: <https://doi.org/10.36941/jesr-2021-0054>

Abstract

The study aimed to identify the level of mindfulness, psychological resilience, depression, and its correlation to psychological resilience and depression of distinguished students. To achieve objectives of the study, Toronto scale for mindfulness, scale of psychological resilience, and Beck depression list were used. Findings of the study unveiled that the level of mindfulness and psychological resilience was high, while the depression level was medium. The findings also showed that there was a positive correlation with statistical function between mindfulness and psychological resilience; there was also a negative correlation with statistical function between mindfulness and depression; and a negative correlation one with statistical function at a level between psychological resilience and depression.

Keywords: Depression; psychological resilience; Mindfulness; Outstanding students

1. Introduction

Students of today are the future of any nation who will shoulder the responsibility of developing their societies. Therefore, those in charge in any country should help such a group in order to build their personalities which enable them to encounter life problems so as not to get frustrated (Browen, 2011).

Distinguished students in schools of the distinguished are exposed to many challenges dictated by social and academic requirements. Effects of psychological pressures on them are dangerous for they

might lead to individual's disequilibrium. Whenever such pressures increase with the individual's inability to adapt himself, anxiety, exhaustion, restlessness, boredom, and depression might emerge, and in certain cases alcohol and drug addiction might also emerge (Aseeri, 2005).

The age stage of the study sample covers graders from seven to ten, the adolescence stage, is that one in which individuals suffer from a lot of psychological pressures and stresses resulting from nature and physiological changes that accompany it. Some might surmount and conquer such problems because of the positive characteristics, they have such mindfulness and psychological resilience, while others fail due to the negative characteristics, they have such as: depression, anxiety and psychological inflexibility which are reflected in their personal, social, and academic performance adaptability. Daily events lay pressures on them and that decreases their ability for confrontation. Many studies indicated that mindfulness reduces psychological pressure and helps the individual to have patience and self-confidence (Bernay, 2009).

The study of (Mahmood & Abdul Ghaffar, 2014) found that there is a positive correlation between psychological resilience and life quality and a negative one between resilience and psychological pressures.

One of the characteristics that distinguish outstanding students academically and increases their psychological suffering is perfectionism through which they put for themselves higher goals which make them feel failure despite their academic achievements because they believe that they could achieve more.

They are also distinguished for hypersensitivity in their response to ordinary problems which create in them the feeling of alienation due to the advanced concepts about social interactions and methods of thinking the surrounding individuals have, but differ from theirs, which might lead to sentimental depression (Schuler, 2000).

The distinguished students also face problems with their colleagues, families, and society in addition to a tendency for isolations, due to the absence of a method that challenges their potentials.

Al-Qureiti (1989) indicated that problems of distinguished students lie in family negative upbringing and in family ambience lack for means to refine child's talents and abilities.

The studies of Abu Jirjis (1994) and Al-Ahmadi both indicated that emotional problems occupy the first position for the distinguished students followed by leisure time and family high expectations.

As for problem of the study, the following briefing outlines it:

Many believe that the distinguished students don't need any guidance because they are gifted and able to learn and pass on their own without any help. On the contrary, a significant percentage of them suffers from various hurdles which might be related to family ambience or to school as that threatens their psychological security creating an internal conflict and stress which make them lose enthusiasm and self-confidence. The severity of problems and difficulties in life of gifted students is more than that of their ordinary peers, despite that the gifted enjoy skills and mental capabilities which they might use to meet their psychological, mental, and social needs. Therefore, it has been necessary to identify the way they deal with such situations and pressures to determine the guidance services which help them overcome those problems and enjoy a psychological healthy life. The gifted students often live under pressure resulting from their self-desires, family and teachers' expectations. In addition, they are not loved by their teachers and are exposed to criticism and social isolation from their peers (Qamar, 2005). This has been one of the stimulants that triggered this study by which the researchers wanted to determine the variables that might help to deal with such pressures; those include mindfulness and psychological resilience, in an attempt to identify the relation between them and depression.

Thus, the problem of the current study can be pinpointed in answering the following questions:

1. What is the level of mindfulness for the distinguished students?
2. What is the level of psychological resilience for the distinguished students?
3. What is the level of depression for the distinguished students?
4. Is there a correlation between mindfulness, psychological resilience and depression for the distinguished students?

The problem of the study, henceforth, stems from the significance of the variables it tackles

(mindfulness, psychological resilience, and depression) such variables are very influential in the psychological health of the students which are reflected in their physical health, social efficacy, and academic achievement. The importance also stems from the population of the study, the distinguished students, who are the wealth of the community on whom future hopes are held.

An additional factor that adds up to the significance of the study is the indifference given to problems of the distinguished for the focus is mostly given to low-achievement students and those with difficulties. In addition, the study secures a theoretical framework of two variables (mindfulness, and psychological resilience), being among the modern variables in positive psychology. The study also sheds light on mindfulness and its impact on individual's life and the role it plays in acquiring skills of new and important motivations which help raise students' achievement levels that aid in developing concentration skills, self-control, and thinking before taking any decision (Albrecht, Albrecht & Cohen, 2012).

2. Literature review

In this part of the study, the researchers reviewed the relevant literature regarding mindfulness, psychological resilience, and depression.

Last few decades witnessed a special interest in mindfulness and the impacts of its different applications on the fields of therapy, education, psychological health and behavior problems through understanding and analyzing the relation between spontaneous thinking and behavioral patterns. This endows the individual with a unique and balanced pattern in daily life that allows him to deal with the surrounding by carefully controlling his opinions and emotions and openness to new experiences (Stoops, 2005).

The definition of mindfulness vary in accordance with researchers intentions and the theoretical frameworks they adopt. (Bishop, Lau, and Shapiro, 2004) define it as self-organized awareness that helps retain momentary experiences. (Kabat- Zinn, 2011) defined mindfulness to be the awareness resulting from steering attention to the experience of the moment accepting it without any judgement. (Bear et al., 2006) define it to be the state of awareness which enables the individual to precisely observe the momentary experience, whether internal or external, and the ability to accurately describe the direct meaning without being bound by pre-judgements; it accepts what happens in the experience together with its impacts. From the preceding, one can perceive mindfulness to be a multi-dimensional concept which includes observation, paying attention to internal and external experiences such as feelings, knowledge, emotions, scenes, voices, and odors. The description implies describing external experiences and expressing them in words. Conscious action means individual's activities at a certain moment. Refraining from issuing judgements implies not giving evaluating judgements on ideas and internal feelings. No interaction with internal experiences means allowing entry and exit of feelings without distracting individual's thinking. (Bear, Smith & Allen 2004). Interest in mindfulness has greatly increased after becoming a part of aspects of life such as: mental health, corporal health, self-restraint and emotional intelligence. It also occupied a place in psychology for it attracted the attention of researchers and curers with different behavioral interests, becoming a concept in psychology. Researchers conducted many studies on contemplation, mindfulness and their role in clinical practices for many psychological diseases such as: exhaustion, tension, mitigating patients suffering, curing troublesome relations, depression, obsessive compulsive, aggressive behaviors, and addiction (Daves & Hayes, 2011; Dow, 2009; Elder, 2010; Stoops, 2005).

Researchers view, with respect to components of mindfulness, varied in accordance with their theoretical perspectives. (Langer & Moldoveanu, 2000) pointed out that mindfulness comprises four dimensions: alertness to distinction which refers to the way the individual perceives things, his inventiveness of new ideas and his openness to living, i.e the individual's feelings and interaction with the new motives, his orientation in the present as represented by being involved with the events he encounters, and finally his awareness of multiple perspectives. (Kabat- Zinn, 2011) designed a model for mindfulness founded on three important facts that constitute it. They are: intention, awareness and

orientation. These interlocking facts occur in one process without being separated. As for Shapiro, Carlson, Astin Freedman, 2006), they saw that mindfulness comprised four components: self-organization, self-management, values clarification, and discovery. (Miller, 2011) pointed out that mindfulness consists of two constituents, the first is the momentary state of awareness with a purposeful feeling that implies oriented concentration; while the second is represented by cognitive remedies for mindfulness which might be interpreted as neutral observation without judging motives.

Mindfulness helps students at all education levels by reinforcing their feeling of being able to manage the surrounding ambience through propitious responses in dealing with situations and pressures they encounter. It also consolidates their feeling about meaning of life and awareness improvement which facilitate openness to experience (Weissbeker, Samon, Floyd, Dedert & Sephton, 2012). (Witkiewitz, Brwen, Douglas & Hsu, 2013) pointed out that mindfulness function as a protective variable in compelling situations among which are those that occur in school environment. In her study, (Lauger, 2000) highlighted the importance of mindfulness in daily life and ability increase to find new invented solutions which she found they positively correlate to mindfulness, psychological stability, psychological happiness, self esteem and satisfaction with life.

The study of (Cash & Wittingham, 2010) revealed that there was a positive correlation between mindfulness and psychological happiness and negative one between mindfulness and symptoms of depression and anxiety.

(Yeung, 2013) in his study also noted that there was a positive correlation between mindfulness and satisfaction with life and a negative one between it and both anxiety and depression. Mindfulness has numerous characteristics among which are: extinguishing negative behavior resulting from individual's observing his ideas and emotions without shunning them, self-management by the individual possessing a range of will to create a change in the methods of unreasonable thinking and to accept pleasing and displeasing events to protect his self from anxiety accompanying emotions, and to increase the ability of concentration and decrease tensity of negative emotions (Buser, Peterson f Syraydarian, 2012). As for the correlation between mindfulness and psychological resilience, several studies confirmed the existence of a positive correlation between them. as outlined in the following:

The study of (Masuda f Tully, 2012) ascertained the existence of a positive correlation with statistical function between mindfulness and psychological resilience and are negatively correlated with anxiety, depression, psychological distress, and somatization disorders. In a study in which he aimed at identifying to what extent can psychological resilience predict academic achievement, (Freeman, 2001) found that there was a positive correlation between them. Such a thing was confirmed by (Yokus, 2015) who also found that students with high levels of psychological resilience also have the same level of academic achievement.

Resilience is defined as the ability to tolerate a difficult situation which requires the individual to act and solve problems actively (Rutter, Freedenthal & Osman, 2008). The American Psychological Association APA, 2014) defined it as the good conformity and positive confrontation of difficulties, psychological shocks, catastrophes, or severe psychological tension humans encounter such as: family problem relations with others, serious health problems, and work stress.

In light of the preceding definitions of psychological resilience, one can notice that it is the ability to restore the normal situation after being exposed to pressures. It also implies the ability to retain psychological equilibrium and individual's ability to successfully deal with adversities as that protects individual's psychological health and the ability to deal with events. (Rudzinki, Peggy, Gartner, Strikles, 2017) pointed out that psychological resilience is limited to three major groups of adversities: Painful events which include emotional, sexual, and somatic offences, children's bad treatment (negligence, violence, and harm); diseases which include illnesses, addiction, and mental health problems; daily pressures such as living in high risk areas, poverty, displacement, discrimination, school problems, family disputes, and moving from kindergarten to school. Psychological resilience might be reflected in a number of indications among which are: individual's ability to recover from relapses, to stop deterioration, to recover quickly, to be able to skillfully solve problems, to enjoy learning in schools, and to have positive expectations (Shuel & Nasser, 2012). Individuals with psychological resilience have

positive qualities among which are: good relations with others, good communication skills, self-estimation for talents and achievements, specifying goals of life and a belief that pressures provide the individual with more power for challenge. In addition, individuals with psychological resilience are self-dependent, self-confident, innovative, happy, and have various skills to solve problems they encounter and their academic achievement is high (Van Galen, De Puitjar & Smeets, 2006).

Due to the significance of psychological resilience, a World Health Organization report in (2005) confirmed the need to reinforce efforts to develop positive psychological resilience as one of the important sources against adversities and exhaustion for it plays a significant role in decreasing depression, wrath, and aggressiveness of adolescents (Ng, Ang, & Ho, 2012).

Regarding the relation between resilience and level of depression, it was found that there was a correlation between resilience low level and high degree of depression and that psychological resilience protects individuals from depression.

With this in mind, the researchers reviewed the relevant literature regarding the issue of depression as outlined in the following:

Depression is the most common of psychological disorders worldwide. It is also the most dangerous to psychological health. It is not confined to a certain social group as it exists in all countries and all societies. Ranges of depression spread from (5.7 %) to (17.7%) WHO (2005).

(Beach, 1998) pointed out that depression spreads among all social classes and ethnic groups. It is widely spread and called common cold of mental illness. Depression comes next to anxiety in spread among classes of the society. It is the most emotional problem that makes people seek for treatment in psychological and medical clinics. It is one of the problems that hinders development of the individual. The emotional side of depression is reflected in: the individual's inability to love or hate to the extent in which he thinks of suicide, anticipating failure in every attempt for success, getting disappointed with negative feelings of (sorrow, hopelessness, pessimism - feelings of guilt)

The corporeal side is reflected in disturbed appetite, disturbed sleep, excessive weeping, dwindled energy, and exhaustion (Al-Ansari, 1997).

(Beck, 1997) defines depression as a sentimental disorder characterized by five major elements: moodiness which includes: sorrow, feeling of alienation and guilt; self-special concepts that include: self-reproach, low self-esteem; self-aggression and penal desires which include: tendency for isolation and death wishing; somatic changes that include: insomnia, anorexia, bio-energy reduction; finally activity level which includes: failure and sluggishness in response and performance.

In his book "The Depression", (Beck, 1997) assigned chapters for the clinical, experimental, and theoretical sides that include three basic cognitive models which create depression in individuals.

These are: individual's attitude toward himself, toward the surrounding world and toward his future. Beck calls them cognitive triad which are:

First: A negative perception of experience as the individual perceives his personal world, to be filled with many difficulties, but can't achieve his goals in life as a result of compelling situations.

Second: The negative attitude of the individual for himself as he feels that he is reprobate, inefficient, and inclined to attribute his displeasing experiences to a mental or creation deficiency, thus considering that self non grata, rejecting it for this deficiency.

Third: The individual's negative attitude toward his future as he thinks that recent difficulties and suffering are endless and nothing lies ahead for him except frustration, depravity and difficulties.

In its diagnostic statistical directory, the American psychiatrist's association identified eight basic features for depression which are: 1- Weak appetite, weight loss or appetite and weight gain. 2- Hyper-insomnia or hyper-sleep. 3- belated psychological motion and feelings of boredom, restlessness or laziness. 4- indifference to the practice of normal activities 5- lack of energy and feeling with exhaustion 6- sense of valuelessness, self-reproach and being guilty. 7- complaint or pretending a reduction of thinking or concentration. 8- Repetitive periodic thinking of death, suicidal ideas and wishes for death with suicidal attempts.

In October (2012), the world psychological health union issued a publication entitled "Depression: a world Crisis" which covered a series of topics that shed light on depression and encouraged

researchers, governments, and societies throughout the world to enlighten individuals about dangers of depression. It emphasized that depression is a widely spread disorder that affects individuals, families and peers. Moreover, it is a curable disorder which through enlightenment could improve individuals' psychological health and type of their life (Wan, 2013).

3. Methodology of Research

Regarding population the study, it comprised all male and female students that amounted to (620) students studying at king Abdullah II school for the distinguished in Zarqa city, Jordan.

The sample comprised (177) students who were randomly selected from classes seven through ten out of the (22) classes the school holds for the first semester 2019-2020 as presented in table (1).

Table (1): sample study distribution in accordance with classes and gender

Classes	Males	Females	Total
Seventh	22	26	48
Eighth	24	22	46
Nineth	21	23	44
Tenth	18	21	39
Total	85	92	177

As for study tools, (Toronto Mindfulness Scale, 2006 TMS), prepared by (Lau et al.,) translated and modified by Al-Asimi to suit Arab environment, was used. The scale consists of (30) items, seven of which are negative and answered in compliance with five-point scale of Likert. The scores of the positive answers range as follows: (5) points for always occur, (4) for often occur, (3) = sometimes, (2) do not often occur, and (1) = do not always occur. Such distribution also applies to negative items. The total grades of the scale range between (30-150). (30-70) indicate low level of mindfulness; (71-110) medium level; (111-150) high level. For objectives of the study, face validity of Torono Mindfulness scale was elicited by presenting it to (10) judges, holding Ph.Ds. in psychological counseling and educational psychology, in the university of Jordan. The scale tentatively comprised (30) items which were presented to judges for modifications, deletions, or additions as they deem necessary. Some changes were done in accordance with the suggestions, but still the scale ended up with (30) items.

Scale reliability was elicited through two methods:

1- Test-Retest Reliability

Toronto Mindfulness scale was applied, in its final shape, on the pilot sample, extraneous to that of the study, which comprised (30) students of schools for the distinguished. The same scale was reapplied on the same sample. The correlation coefficient between scores of the two applications was high, (0.91) and that makes the scale propitious to be applied to study individuals and the study achieves its objectives.

2- Internal consistency (Alpha Cronbach)

The second method used to verify reliability was Cronbach's where the correlation coefficient was (0.80). To measure reliability and scale internal consistency, and to verify the range to which items correlate to each other, the mindfulness scale in its final shape, (30) items was applied to the pilot sample, of (30) students, that was extraneously taken from the original population of the study. Correlation coefficient of items of the scale was calculated together with the total grade. Correlation coefficient of items compared to total grade was (0.340-0.756). All correlations of items were statistically significant at the function level $\alpha = (0.05)$ and (0.01), so none of them was deleted.

3.1 Psychometric scale

The researchers used (Connor & Davidson, 2003) for psychological resilience. In its original form, the scale comprises (25) items distributed on the following dimensions: (1) personal sufficiency (2) self-confidence and durability (3) spiritual dimension, (4) positive acceptance of change and safe relations, (5) self-dominance.

Al-Huweyyan & Dawood Arabized the scale to consist (23) items in its final shape after excluding those relevant to the spiritual dimension. The tested answer the scale items by choosing one of five – scale gradation: always, often, rarely, never. Each of these was given a score: (5) for always, (4) for often, (3) for sometimes, (2) for rarely, and (1) for never. Total scores of the scale range between (23-115), while sub-scores were distributed as follows: personal sufficiency (7-35), self-confidence and durability (7-35), positive acceptance of change (3-15), self-dominance (6-30). Total scale score (23-54) indicates low level of psychological resilience, (55-85) indicates medium, and (86-115) indicates high level, all items are positive. Al-Huweyyan & Dawood (2011) also verified validity of the scale through presenting it to (10) judges specialized in psychological guidance in Jordan university. Results revealed that items were suitable for psychological resilience. The items that gained (80%) of consensus were kept and those that gained less were modified. The final number of items was (23).

Regarding reliability of the scale, Al-Huweyyan and Dawood verified it through its application to a sample of (15) male children of the third elementary class by calculating the reliability coefficient of what was agreed upon. Both child's father and teacher were asked to fill out the scale then the coefficient of what they agreed upon was calculated and rated (93%).

The following two methods were adopted to verify scale reliability of the current study:

1- Test-Retest reliability method.

This method was used to verify reliability of resilience scale by applying it to a pioneer sample of (30) students extraneous to the study sample. The test was reapplied on the same sample after two weeks and the reliability scale was elicited by using Pearson's correlation coefficient. The coefficient for personal sufficiency was (0.78%); self-confidence and durability (0.85%); positive acceptance of change (0.86%); and self-dominance (0.75%).

2- Reliability method via internal consistency

Reliability coefficient for internal consistency of resilience scale was elicited in accordance with assessments of the (30)-pilot sample extraneous to the study sample itself. Cronbach Alpha for measuring internal consistency was used to determine the degree of agreement of the tested regarding the scale of every dimension compared to the total. Cronbach Alpha's coefficient of internal uniformity for self-sufficiency rated (0.70%), self-confidence and durability (0.88%), positive acceptance change (0.80), and self-dominance (0.82%).

Another scale used in this study is Beck's list of depression, translated by Abdel Khaliq (1996), which comprises (21) items (sorrow, failure, sense of guilt, lack of self-love suicidal ideas, irritability, reluctance, energy loss, rage susceptibility, concentration difficulty, indifference to sex, pessimism, loss of rejoice, penalty feelings, self-criticism, weeping, indifference, zero value, increase or decrease of sleep, appetite increase or decrease, and exhaustion).

Beck's grading is done by the evaluations, given by the tested for each item which comprises four statements assessed from (0-3) and the total score of the list is (63). Levels of depression are classified as follows: (0-20) no depression, (21-31) mild symptoms of depression, (32-42) medium symptoms, and (43-63) severe symptoms.

3.2 Psychometric aspects of the scale

The researchers calculated validity and reliability coefficients through the following:

- Content validity

The tool of the study (depression list) was presented to a group of (10) judges of staff-members

at Hashimyyeh University specialized in psychological guidance. It was agreed that all items were propitious except for the item of suicidal thinking and that of interest in sex which needed modification to suit age stage of the sample. The number of items remained (21).

- Validity of internal consistency

To verify validity of the scale, correlation coefficients between scores of each item of the depression scale and the total scores were calculated in order to identify the degree of correlation of items with the total scores. Scores ranged from minimum (0.387) for the item (rejoice loss) to the maximum (0.874) for the item (weeping). This reveals that depression scale items enjoy a high validity coefficient.

3.3 Scale coefficients validity

To verify validity of scale coefficients, the researchers calculated it in two ways:

- 1- Cronbach Alpha, the scale was applied to a sample of (30) students from schools for the distinguished. It was found that the total value of Cronbach's was (0.82) which indicates that the depression scale enjoys a coefficient of high validity.

- 2- Validity coefficients via half segmentation method

The scale was applied to a sample of (30) students from schools for the distinguished after which validity was calculated via this method where scale items were divided into two. Pearson's scale coefficient for depression was (0.58), through this method. After using Sperman's modified formula, validity coefficient became (0.72) and Cronbach's (0.48). This shows that the depression scale enjoys a high value of validity.

3.4 Study procedures

These included preparing study scales ensuring their psychometric properties (Validity and reliability), and applying them to the study sample, analyzing data, and finally eliciting results.

3.5 Statistical treatment

To achieve final results, after applying study scales, means and standard deviations of answers to questions of the study were elicited

4. Results of Research

4.1 Results related to the first question: what is the level of mindfulness of the distinguished students?

In answering this question, the researchers used means and standard deviations of students grades to measure mindfulness. Table (2) illustrates that.

Table (2):

Mindfulness	No.	Arithmetic mean	Standard deviation	Level
	177	137.43	7.45	High

The table shows that the level of students grades on the mindfulness scale was high. Such a result reveals that sample students are highly distinguished regarding mindfulness.

This result might be interpreted in light of mindfulness concept which indicates that awareness, attention, concentration on present experience, openness, and not giving judgement on events shouldn't marginalize the individual's ability to confront situation through which he goes (Cardaciotto, et al., 2008).

This is what the individual achieves through mindfulness. (Albrecht & Cohen, 2012) pointed out that the purpose of mindfulness is to help the individual to perceive reality in a better and clearer way. It also helps students to understand themselves and upgrade their academic level. Studies like those of (palmer, et al., 2016; Bamber & kraenzie- Schneider, 2012), ascertain that the distinguished students enjoy mindfulness for which they were singled out to study in schools for the distinguished. Such a result agrees with that of (Weinstein, Brown & Rayan, 2009) which indicated that mindfulness was affected by Chronological age.

Because the population of the study comprises distinguished adolescents, it is natural that their mindfulness will be high. This finding agrees with the study of (Alezi & Alsharmasy, 2013) which unveiled that mindfulness in science specialization students was higher than that in students of other specializations.

4.2 Results related to the second question: What is the level of psychological resilience of the distinguished students?

In answering this question, the researchers used arithmetic means and standard deviations to measure students' grades in accordance with psychological resilience scale. Table (3) illustrates that:

Table (3): Arithmetic means and standard deviations for students' grades in accordance with psychological resilience scale

Psychological resilience scale	No.	Arithmetic mean	Standard deviation	Level
	177	109.53	8.31	High

The previous table shows that the level of students' grades on the scale was high. The results reveal that students of the sample enjoy a high degree of psychological resilience. (Hasan, 2016) pointed out that this resilience can be an indicator of academic perseverance, a property of students specialized in science, which distinguished them from those of literature majors. Such a result was ascertained by a study conducted by (Allen, Mckenna & Dominey, 2014).

4.3 Results related to the third question: What is the level of depression of the distinguished students?

In answering this question, the researchers used arithmetic means and standard deviations to measure students' grades in accordance with depression scale as illustrated in table (4).

Table (4): Arithmetic means and standard deviations for students' grades in accordance with depression scale

Depression scale	No.	Arithmetic mean	Standard deviation	Level
	177	38.62	6.72	Medium

The previous table shows that the level of depression of students' in accordance with the depression scale used, was medium. This might be interpreted through the properties the distinguished enjoy among which is idealism which pushes them to exaggerate in their self-esteem, excessive self-criticism, and frustration which created in them a feeling of depression. Such students don't sometimes live to their expectations, but exert their effort to please others to avoid losing their love. (Webb, 1994). The inner motive of the distinguished urges them to achieve the highest which might relapse in the absence of suitable conditions and that hampers their social and psychological adaptability (Silverman, 1993). This outcome agrees with results of several studies as those conducted by (Mihailesc, et al., 2016) and that of (Mahnaz, et al., 2019) which revealed a negative relation with statistical significance between anxiety and depression on one side and academic achievement on the other.

4.4 Results related to the fourth question: what is the relation between mindfulness psychological resilience, and depression of the distinguished students?

In answering this question, the researchers used Pearson's correlation coefficient as presented in table (5).

Table (5): values of Pearson's correlation coefficients for students' grades on scales of mindfulness, psychological resilience, and depression

	Mindfulness	Psychological resilience	Depression
Mindfulness	-	** 0.753	** -5.321
Psychological resilience		-	** - 5.034
Depression			-

** Function level 0.51

The previous table reveals a positive correlation with statistical function at the level (0.01) between mindfulness and psychological resilience, while there is a negative correlation with statistical function at the level (0.01) between mindfulness and depression.

The positive correlation might be because resilience reflects the individuals enjoying a good psychological health which requires mindfulness that enables them to understand themselves and consolidate their behavioral adaptability and endows them with positive properties. In addition, it is considered a property which provides the individual with psychological health and life quality. Thus, individuals who enjoy psychological resilience are characterized by tolerance, induction, and cognition of life goals which all relate to mindfulness.

Many studies like those of (Latzman & Masuda, 2014; and Pidgeon & Keye, 2013) assured the existence of a positive relation between adaptability and mindfulness, and a positive relation between resilience, mindfulness and happiness in university students.

The result that revealed a negative correlation statistically functional at the level (0.01) between mindfulness and depression and a negative one, but statistically functional at the level (0.01) between psychological resilience and depression, can be perceived as a result of individuals enjoying mindfulness and psychological resilience.

This is one of the benefits of the two properties in which such type of individuals are able to manage the surrounding environment and to positively act with pressures and situations they encounter. The properties also reinforce good feeling about life and improve awareness which facilitate openness to experiences.

Langer (200) pointed out that mindfulness interrelates with psychological stability and happiness. This contradicts with the situation in which depression sufferers live. The result of the study that showed a high level of mindfulness and a medium level of depression, despite the negative relation between them, can be ascribed to the high level of mindfulness which reduced depression levels. Had it not been for the existence of high level of mindfulness, depression level could have been higher. Thus, mindfulness acted as a protective variable in compelling situations to which students in school environment were exposed.

With regard to the negative relation between psychological resilience and depression, it can be attributed to the resilience being one of the major constituents of the positive personality enjoying psychological health. This is what the studies of Shuweil & Naser (2012) referred to. Such results also agree with the study of (Masuda & Tully, 2012) which indicated that mindfulness and psychological resilience negatively correlate with anxiety and depression. They also agree with the studies of (Kapikiran & Acun, 2016 and Aslan, 2016).

5. Conclusion

Findings of the study unveiled the significance of mind fullness for the distinguished students for it opened their minds experience, not to prejudge events, and to ably face situations with capability - The findings also revealed that psychological resilience was related to the degree of achievement by which the distinguished students are characterized. In addition, they unveiled that securing a high level of psychological resilience contributed to increasing academic achievement. They also revealed that the distinguished suffer from medium level of depression resulting from psychological pressure under which they live as represented by extra care for success and lack for family and school environments which contribute to mitigating such pressures.

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