
**THE CAUSAL OF THE
RELATIONSHIP BETWEEN
MINDFULNESS, ADJUSTMENT
PSYCHOSOCIAL LEVEL, AND SELF-
EFFICACY AMONG STUDENTS
(OUTSTANDING AND NOT
ACADEMICALLY EXCELLENT) IN
THE SECONDARY STAGE**



*Randa Mahmoud Juma * - Dr. Sahar Mansour Al-Qatawi ***

*Dr. Ahmed Said Zidan ****

Abstract:

The current study aimed to study the causal model of the relationship between mental alertness and the level of psychological compatibility and self-efficacy among students (outstanding and not academically excellent) students in South Sinai Governorate. The descriptive approach was used and the sample consisted of 200 male and female students. A measure of mental alertness, self-efficacy and

* Researcher.

** Acting Head of Psychology Department – Faculty of Education – University of Suez.

*** Acting Head of Psychology Department – Faculty of Education – University of Suez.

psychological compatibility was used by the researcher and has been used Some statistical methods for analysis

Using analytical and comparative descriptive method during the statistical treatment through the use of arithmetic averages, standard deviations, the Pearson correlation coefficient, the Alpha Cronbach equation, and the mono-variance analysis (1 x 2 x 2) to see if there is a statistically significant effect of each type variable (male / Female) and academic level (outstanding and not academically excellent) and their interaction on mental alertness of secondary school students

Results of the Study:

The results of the present study revealed that: There is a positive correlation between mental alertness (total score and sub-dimensions) and psychological compatibility and self-efficacy among male and female students (academic excellence) at the secondary level. The results also indicate that the arithmetic averages in mental alertness according to gender variables were (84.54 for males, 85.81 for females), and academic level were (60.94 for non-excelling, 109.41 for excelling), indicating a high level of mental alertness for academic excellence. However, there was no significant effect of gender on the mental alertness scale. There was also a statistically

significant effect of the interaction of gender and academic variables in their combined effect on the mental alertness scale at the significance level (0.05).