

Mind Alertness of Academic Staff In Al-Quds University

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Abstract

The study aimed at identifying the degree of Mind Alertness among Academic Staff at Al-Quds University. The study population consisted of (290). The researchers chose a stratified sample of (86) teacher, which represent (30%). To achieve the study's objective, the researchers prepared a Questionnaire and made validity and reliability with value 0.88. The result showed that the degree of Mind Alertness among the staff was high, furthermore, the results Indicated no Significance differences due to variable college and experience. Still, there were differences related to variable rank. Based on the results, the researchers recommend conducting studies with other variables, and conducting studies looking at the relationship between Mind Alertness and other topics such as teaching competence, career affiliation, and achievement motivation for faculty members, as well as conducting studies that compare the degree of Mind Alertness between academic staff in various Palestinian universities.

Keywords - Mind, Alertness, Staff, Al-Quds University.

INTRODUCTION

The beginning of the third millennium witnessed accelerating changes in various fields of human knowledge, as a result of the tremendous scientific progress in the various branches of theoretical and applied knowledge, until this progress became one of the features of the era facing human, which made these changes produce a wide range of problems in various aspects of life, which It increases the challenges that individuals face in different societies so that attention has been directed in preparing people who are able to face future entitlements and interact with their changes and developments.

Therefore, the upgrading of educational institutions in general, and universities in particular, is a major necessity and a strategic goal to face society's needs and the requirements of the times with its various manifestations.

Therefore, the educational process loses its effectiveness and importance if it does not have a teacher with the characteristics and academic qualities that qualify him. That task requires from its practitioner a healthy mental, psychological and

physical well-being, an unquenchable desire, and a saved talent that leads to practicing the teaching profession successfully and consciously [1].

Attention to Mind Alertness and its relationship to the psychological and cognitive component emerged through the disengagement of thoughts, emotions, and improper behavior until this is reflected positively on individuals [2].

Likewise, it is also affected by an individual's capabilities, personal expectations, motivation, and ability to plan and accomplish [3].

Mind Alertness expands the vision and increases opportunities. It is characterized by flexibility and ability to deal with all that is new in the environment. It warns of its capabilities to show the information imposed by the narrow vision, which sets routine and inertia and closes the door of the new and different vision in the behaviors it goes to Rigid thought, characterized by persistence and mechanical behavior, Mind alertness eliminates this kind of behavior that takes place in a vicious circle hence the vital transformations that happen in the world and the exercise of mental habits that tend to monotony and repetition [4].

And since each teacher has his personality, culture, and scientific, professional, and social perceptions that he has gone through, so the teacher must be able to adapt and agree with the dynamics of change in society that the teaching profession requires, whether related to the teaching itself, or to the social relations between the teacher and his students, which are directly related With his personality that crystallizes through one of the different personality traits that psychology has approved, including mental alertness.

In light of the rapid changes and the emergence of modern trends, it has become imperative for educational institutions, in general, to take into account in their plans the concept of mental alertness to avoid problems and difficulties facing the teacher during the implementation of his tasks [5].

Accordingly, the researchers decided to carry out this study to identify the degree of Mind Alertness of the academic staff at Al-Quds University. It is one of the most important engines that contribute to improving the teaching work and opens horizons for them to improve their teaching performance.

I. Statement of the Problem

Each individual's performance differs from the other in terms of exerting effort and perseverance in performance and the level of interest and ambition that each of them gives to work performed. Therefore, it requires special attention to improve their professional conditions, develop their educational competencies, and develop their various mental alertness skills.

Hence, the researchers see that studying the factors related to Mind Alertness among the academic staff at Al-Quds University is a topic worthy of research and study, a feeling from the researchers that the academic staff needs to direct their attention towards many factors that contribute to developing the teaching performance in a way that serves the teaching requirements.

In light of this, this study came to know the degree of Mind Alertness of the academic staff at Al-Quds University.

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A. Study Objectives

This study sought to achieve the following goals:

1. Determining the degree of Mind Alertness of the academic staff at Al-Quds University.
2. It is knowing the nature of the differences between the averages of the respondents' responses to the tool for measuring Mind Alertness among the academic staff according to the college's variables, academic rank, and years of experience.

B. Significance of the Study

This study may help academic staff get to know the concept of mental alertness, its dimensions, and its role in raising teaching performance. The researchers also hope that this study contributes to enriching scientific research and will motivate researchers and those interested in conducting further studies in this field.

C. Questions of the Study

The study seeks to answer the following questions:

1. What is the degree of Mind Alertness among academic staff at Al-Quds University?
2. Do the means of Mind Alertness differ among academic staff at Al-Quds University due to the variables (college, academic rank, and years of experience)?

D. Hypotheses of the Study

The study seeks to test the validity of the following Null Hypotheses:

1. There are no statistically significant differences at the statistical significance

($\alpha \leq 0.05$) between the averages of Mind Alertness of degree of the Academic Staff at Al-Quds University due to college.

2. There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the averages of Mind Alertness of degree of the Academic Staff at Al-Quds University due to academic rank.
3. There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the averages of Mind Alertness of degree of the Academic Staff at Al-Quds University due to years of experience

E. Limitations of the Study

- Human Limitations: Academic Staff at Al-Quds University
- Instruments: The questionnaire.
- Place Limitations: Palestine, West Bank, Al-Quds University
- Time Limitations: Academic year 2018/2019.

F. Definition of Terms:

Mind Alertness: It is defined as: "The situation in which a person is aware and highly focused on the reality of the present moment and recognizes it without remaining confined to ideas related to the situation or the emotional reaction to the current reality or situation." [6].

It is also defined as "a state of mental resilience and openness to modernity, an effective process for creating new things." [7].

The researchers define it procedurally as the state of attention and awareness among academic staff of the events around them. It is measured by the degree to which the respondent obtained a tool for measuring Mind Alertness that the researchers built.

II. Literature Review and Previous Studies

Mind Alertness is a psychological, physiological concept that reminds of the activation of the central nervous system. Mind Alertness focuses on the individual's awareness of experiences and observing these experiences during their occurrence without assessing whether these experiences are good or bad, and also includes looking at ideas and emotions as mental events and integrating into them at the moment without looking at what Linked to the past or the future. [6].

It is a way of thinking that emphasizes attention to an individual's environment and internal feelings [8] and intentionally staying in the present and includes two concepts, namely awareness and attention, as awareness provides us with a general survey and continuous monitoring of experience. Attention

increases the sense of expertise and deepens focus [9].

[10] defined it as: "a flexible state of mind and openness to the new and a process for creating new and different things."

The concept of Mind Alertness:

[11] defined her as "focusing at the present moment, paying attention to surrounding areas, thoughts, feelings, and emotions while accepting oneself and not judging experiences or interacting with them."

[12] defined it as "awareness of experiences, moment by moment without making any judgments, and of course they see that Mind Alertness is a state, not a feature, and that it can be developed through practice and training in many activities, the most important of which is meditation."

It is clear from previous definitions of Mind Alertness that researchers differed in whether it is a condition or a feature. And Mind Alertness is constant monitoring of internal and external experiences. It also means focusing on the present experiences more than a preoccupation with the past or future events.

Based on the foregoing, the researchers see that Mind Alertness means deliberately directing the attention of the individual to the events that he is going through at a certain moment, and accepting them without issuing judgments on these events or interacting with them, to organize and control his emotions, and this comes through training and practice, especially on exercises Thinking and meditation.

The Importance of Mind Alertness:

Mind Alertness benefits the individual in controlling his feelings, emotions, and emotions entirely and clearly, and helps the individual to recognize his feelings and how he feels, which will help him overcome the negative things in his life [13].

Mind Alertness has physiological and psychological benefits, and the physiological benefits are in the physiological changes that occur in the individual, including reducing pain and improving immune function, and achieving quality sleep, while psychological benefits are in reducing stress, symptoms of psychological depression, anxiety and pathological concerns, as well as improving working memory and processes of attention and tolerance and reduce from Tension and feeling angry [14].

Mind Alertness is especially important in improving cognitive and metacognitive processes, which are learned to observe thoughts or feelings before thinking or controlling emotion without realizing that it is an absolute reality that needs to be acted upon and to encourage the individual to develop a perspective of decentralization while recognizing that these ideas are not facts [15].

Mind Alertness is especially crucial in managing the surrounding environment, enhancing qualitative

responses, coping with stress, improving cohesion, meaning life, and exploring meaning [16].

Mind Alertness is especially important in academic performance, whether for the teacher or the student alike. For students, it supports the willingness to learn, enhances academic achievement, strengthens attention and focus, reduces the level of test anxiety and develops self-reflection practices, as well as improves the level of class participation, as it contributes to reducing stress fosters social learning and strengthens high-end social behaviors of teachers [17].

Previous Studies

[18] aimed at identifying the level of Mind Alertness among the staff of the directorates of Education and Higher Education in the Southern Governorates of West Bank and their relationship to organizational creativity. The descriptive-analytical approach was used as a tool for the study. The study population consisted of (643) administrative staff in Bethlehem, North Hebron, Hebron, and Southern Hebron's directorates. The researcher chose a stratified sample of 210 persons. The researcher constructed a questionnaire to achieve Mind Alertness, and organizational creativity. The results showed that the level of Mind Alertness and Organizational creativity among the staff was high, the results showed that there was a relationship between Mind Alertness and organizational creativity among the staff of the directorates of education the Southern West Bank. Therefore, there is a moderately positive relationship between Mind Alertness and organizational creativity among the staff of the directorates of education in the districts of the Southern West Bank. Based on the results, the researcher recommends providing the team with recent programs on Mind Alertness and identifying the tasks carried out by the staff in order to raise the level of focus and attention to them.

[19] attempted at recognizing the level and differences among the students' Mind Alertness in both colleges according to both sexes and specialty of colleges (pure sciences and human sciences) in Basrah University. (5266) male and female students. The researcher chose a stratified sample of 216 male and female students. The researcher adopted The Toronto Mind Alertness Scale after translating it and verifying its honesty and stability in the Iraqi environment.

The study found differences at the level of Mind Alertness in males and females variant on behalf of males. It is also concluded that the students included in this study possess a good level of metacognitive thinking, and this aspect is different in both sexes on behalf of females. Further, the students in college of education for human sciences have a high need for knowledge.

The study also found that the sample individuals enjoy a high level of need for knowledge and that there are no significant differences in the need for

knowledge with regard to the sex and college type variables. The researcher recommended that teachers adopt teaching methods that allow students to learn by relying on themselves and giving them the opportunity for reflective thinking and providing them with experiences that help them be in a state of continuous Mind Alertness and use them in their academic achievement.

[20] investigated the level of Mind Alertness and self-efficacy among a sample of faculty members at the Al-Dawadmi governorate in Iraq. Further, exploring the relationship between Mind Alertness and self-efficacy of those students. The researcher developed two scales in Mind Alertness and self-efficacy. The sample of the study consisted of (154) students of the education of faculty. The study sample showed a high level of Mind Alertness at the level of (0.93) and a level of self- efficacy at (0.97). Moreover, there is a significant statistical correlation relationship between Mind Alertness and self-efficacy at the level of (0.01). The researcher recommended that the academic staff pay attention to developing these concepts and encourage them to adopt them without inflating their ego by obtaining a level of achievement that exceeds their real level.

[21] aimed to examine of the relationship between Mind Alertness and self-compassion, psychological well-being, and test anxiety among university students, as well as the contribution of research variables to prediction of Mind Alertness as well as the detection of differences in their scores on the measure of Mind Alertness, self-compassion, psychological well-being according to the variables of the academic class first / fourth and academic specialization literary/scientific. The study sample consisted of 500 female students of the Faculty of Humanities, with the supervisors' supervision, the Faculty of Medicine of Girls, and the Faculty of Science of Girls of Cairo, Al-Azhar University. Their ages ranged between 18-23 years, or for the tools. The researcher experimented with three measures: a cognitive measure of Mind Alertness (Baer et al., 2004) and a measure of self-compassion (Neff (2003a) and Warwick Edinburgh for psychological well-being (Stewart-Brown & Janmohamed (2008)). The results showed a positive relationship between Mind Alertness and self-compassion and psychological well-being. There was a negative relationship between Mind Alertness, test anxiety, and the research variables' contribution in predicting Mind Alertness. The results also showed significant differences in Mind Alertness and special compassion is due to the first (fourth) class of students for the fourth year and the academic specialization for the students of scientific specialization and the absence of differences of statistical significance in the psychological well-being due to the academic class and specialization. To the school group and the existence of differences in the test's anxiety due to the specialization of the

study for the benefit of students of scientific specialization.

[22] aimed at identifying the relationship between Mind Alertness and contemplative thinking in a sample of Damascus University students. It also aims to identify the differences in both Mind Alertness and contemplative thinking according to the variable of specialization. The study sample was composed of (270) students at Damascus University and registered for 2016-2017. They were selected in the form available from literary colleges and applied for colleges. Ruth Bear and Riyadh al-Asami developed the five faces of Mind alertness. Thinking scale by Bassam Mohammed Al-Mashharawi (2010). The results indicated a statistically significant relationship between Mind Alertness and contemplative thinking. And the existence of statistically significant differences in Mind Alertness between students of theoretical colleges and students of applied colleges in favor of theoretical colleges. And the absence of statistically significant differences among them in contemplative thinking.

[23] attempted to explore the relationship between prekindergarten to grade 12 teachers' 5 facets of Mind Alertness scores and their perceived level of self-efficacy score at Regional School District (RSD, a pseudonym). The study is a non experimental correlation design for which 130 prekindergarten to grade 12 teachers from a total of 633 teachers (40% response rate) completed an online-administered survey called the Five Facets of Mind Alertness Questionnaire (FFMQ) and the Teachers' Sense of Self-Efficacy Scale (TSES). The Pearson correlation coefficients showed significant relationships between self-efficacy scores and the overall Mind Alertness score ($p = .000$) as well as in the 4 facets describing ($p = .007$), acting with awareness ($p = .002$), non judging of inner experience ($p = .000$), and non reactivity to inner experience ($p = .000$). Observing ($p = .295$) was the only facet where a significant relationship with self-efficacy was not found. When teachers use some of the 5 facets of Mind Alertness consistently, a potentially positive social change benefit may be increased self-efficacy, which might lead to increased teacher satisfaction, lower attrition rates. It may affect positive social change in students meeting their learning goals.

[24] This Campbell systematic review examines the effectiveness of school- based Mind Alertness- based interventions (MBIs) on cognition, behavior, socio- emotional outcomes, and academic achievement. The review summarizes 61 studies and synthesizes 35 studies, with a total of 6,207 student participants. MBIs have a small, statistically significant positive effect on cognitive and socio- emotional outcomes. But there is not a significant effect on behavioral and academic outcomes. There was little heterogeneity for all outcomes, besides behavioral outcomes, suggesting that the interventions produced similar results across

studies on cognitive, socio- emotional, and academic outcomes despite the interventions being quite diverse.

[25] aimed to examine the relationship between self-esteem and mental health according to the Mind Alertness of university students and provide the basic data for drawing up measures to improve mental health by understanding and using Mind alertness through the results. As survey research, the data was collected from May to June 2014. The survey was implemented for 458 university students in a university in M and C in Korea. He researchers used the Vipassana Meditation Scale for Mind Alertness (Hyun, 2006), the Self-Estimation Scale (Lee, 1995), and the Mental Health Level Scale (Lee, 1986). As a result of this study, the degree of the Mind Alertness of university students was below average, self-esteem, and mental health. There was a significant positive correlation between mental health and self-esteem, according to Mind Alertness. The better Mind Alertness worked out, the better the mental health maintained, which showed a strong correlation level. However, the better Mind Alertness worked out, the higher self-esteem, which showed a low correlation level. The higher self-esteem was, the better the mental health maintained, which showed a low correlation level.

Method/ Study Methodology

Study Approach

The present study used the descriptive quantitative approach

Study Population

The study population consists of all the Academic Staff (393) at Al-Quds University. In the West Bank, in the academic year 2019/2020.

Study Sample

The study sample consists of (100) Academic Staff, selected by the random stratified method.

Method and tools of data collection

The present study used the sampling survey approach, and the questionnaire (Appendix A), as tools for data collection. The researchers develop a questionnaire that consists of two sections. The first has the demographic characteristics of the Academic Staff like College, academic qualification, years of experience. The second includes the which consists of five sub-scales, as follows: (Observation and description, attention and focus, awareness, openness and acceptance, and the neutralization of feelings

The validity of the Tools

The questionnaire was validated by being reviewed by multiple reviews, a group of referees, and expert arbitrators.

Reliability of the Tools

Regarding the questionnaire reliability, it was tested by calculating the internal consistency of the questionnaire sub-scales using the Cronbach Alpha Formula, with a value of 0.88.

Study variables:

Independent variables:

College (scientific, humanitarian)

Academic rank (Assistant Professor, Associate Professor, Professor)

Experience (less than 5 years, 5-10 years, more than 10 years)

Dependent variable: Mind Alertness of academic staff at Al-Quds University.

Statistical Analysis

in order to carry out the required statistical procedures for the data which took place through obtaining: numbers, Frequencies, percentages, means, standard deviations. In addition, the following statistical tests were used: T. test, One-way analysis of variance, Contingency analysis Pearson Correlation, Cronbach Alpha, Factor Analysis, using statistical package for social sciences (SPSS).

The researchers used the following correction key:

Staging class	Degree
The mean ≤ 2.33	Low
2.33 <mean ≤ 3.66	Medium
3.66 <mean	High

III. Conclusions

1. The first question: What is the degree of Mind Alertness among academic staff at Al-Quds University? To answer this question, the researchers extracted means, standard deviations, as shown in Table I

Table I
Means and Standard Deviations for dimensions of Mind Alertness.

No	Dimensions	Means	St. Dev	Degree
1	Observation and description	3.86	0.48	High
2	Attention and focus	4.03	0.40	High
3	Awareness	3.41	0.43	Medium
4	Openness and acceptance,	4.07	0.44	High
5	Neutralize feelings	3.59	0.61	Medium
Total Degree		3.80	0.35	High

Table I shows that the Means for dimensions of Mind Alertness Ranged between (3.59 - 4.07). While Total Degree was (3.80) with a high degree, as it turns out that the highest mean was for the dimension of openness and acceptance with (4.07) high degree, while the lowest averages for the Dimension of

Neutralize feelings were with a standard (3.59) and with a moderate degree.

The following are the results according to the dimensions of Mind Alertness:

- 1) **Observation and description:** Mean and standard deviations were found for each of the dimension items, which are in descending order as shown in Table II

Table II
Means and Standard Deviations for dimension of Observation and description items.

Item No	Item arrange	Items	Means	St. Dev	Degree
6	1	I can pick the right words to describe my feelings.	4.27	0.65	High
2	2	I pay attention to the results of my university work.	4.23	0.54	High
1	3	Be aware of how my feelings affect my behavior.	4.06	0.49	High
7	4	I can describe how I feel at the moment in clear detail.	4.03	0.69	High
3	5	I draw my attention to everything that is happening around me in the university environment.	3.92	0.62	High
5	6	care more about accepting important events in my field than controlling them.	3.27	1.01	Medium
4	7	I deal with every event to try to accept it, regardless of whether it is desirable or not.	3.26	1.04	Medium
Degree Total			3.86	0.48	High

Table II shows that the Means that the total mean of the dimension of observation and description among academic staff at Al-Quds University was (3.86) with a standard deviation (0.48), and this indicates that the observation and description of academic staff indicate a high degree, where the item (I can pick the right words to describe my feelings.) (the most important item with a mean (4.27) with a standard deviation (0.65) while the paragraph (I deal with every event to try to accept it, regardless of whether it is desirable or not.) is the least important item with a mean (3.26) Standard deviation (1.04).

- 2) **Attention and Concentration:** Means and standard deviations were found for each of the dimension items, which are in descending order as shown in Table III

Table III
Means and Standard Deviations for dimension of Attention and Concentration items

Item No	Item arrange	Items	Means	St. Dev	Degree
12	1	I benefit from my previous experiences to improve my teaching skills in the future.	4.33	0.52	High
11	2	I learn from my teaching mistakes and find ways to correct them.	4.31	0.55	High
10	3	Easily integrate into teaching tasks.	4.21	0.66	High
9	4	Use rational thinking skills to face difficult situations.	4.11	0.61	High
13	5	I can scrutinize modern ideas to develop my teaching performance.	4.06	0.51	High
14	6	I focus my thinking on the educational activities that I do.	4.04	0.47	High
15	7	Listen to the criticism of those around me and welcome her with open arms.	3.97	0.54	High
8	8	I find myself able to listen and work simultaneously.	3.63	0.94	Medium
16	9	I can foresee future problems in my teaching field.	3.63	0.83	Medium
Degree Total			4.03	0.40	High

Table III shows that the Means that the total mean of the dimension of Attention and Concentration among academic staff at Al-Quds University was (4.03) with a standard deviation (0.40), and this indicates that the

dimension of Attention and Concentration of the academic staff at Al-Quds University came with High degree, where the item (I benefit from my previous experiences to improve my teaching skills in the future.) the essential item with a mean (4.33) with a standard deviation (0.52), while the item (I can foresee future problems in my teaching field.) is the least important item with a mean (3.63) Standard deviation (0.83).

3) Awareness: Means and standard deviations were found for each of the dimension items, which are in descending order as shown in Table IV

Table IV
Means and Standard Deviations for dimension of Awareness items.

Item No	Item arrange	Items	Means	St. Dev	Degree
23	1	I am trying to verify my readiness before starting the teaching process	4.34	0.62	High
20	2	I am fully aware of when I listen to the views of my students.	3.98	0.78	High
21	3	I am well aware of the consequences of my emotions while teaching.	3.82	1.01	High
18	4	Make sure to know the opinion contrary to my opinion to benefit from it.	3.79	0.74	High
22	5	I see that all the tasks required of me are interconnected.	3.37	0.85	Medium
17	6	I find it difficult to focus on what's going on around me.	2.45	0.91	Medium
19	7	I do my teaching job spontaneously without being aware of what I am doing.	2.09	0.78	Low
Degree Total			3.41	0.43	Medium

Table IV shows that the Means that the total mean of the dimension of awareness among academic staff at Al-Quds University was (3.41) with a standard deviation (0.43), and this indicates that the dimension of awareness of the academic staff at Al-Quds University came with a Medium degree, where the item (I am trying to verify my readiness before starting the teaching process.) the most important item with a mean (4.34) with a standard deviation (0.62), while the item (I do my teaching job spontaneously without being aware of what I am doing.) is the least important item with a mean (2.09) Standard deviation (0.78).

4) Openness and Acceptance: Means and standard deviations were found for each of the dimension items, which are in descending order as shown in Table V

Table V
Means and Standard Deviations for dimension of Openness and Acceptance items.

Item No	Item arrange	Items	Means	St. Dev	Degree
27	1	I make a difference in my teaching methods.	4.21	0.53	High
24	2	I have a curiosity to learn all that is new in my teaching field.	4.14	0.74	High
28	3	I can change my position when I am convinced it is not correct.	4.11	0.74	High
25	4	I can understand other people's views on different situations.	4.09	0.58	High
26	5	I tend to try everything new in my teaching.	3.99	0.62	High
29	6	I respond to the requirements of changing the teaching conditions easily and easily	3.89	0.66	High
Degree Total			4.07	0.44	High

Table V shows that the Means that the total mean of the dimension of Openness and Acceptance among academic staff at Al-Quds University was (4.07) with

a standard deviation (0.44), and this indicates that the dimension of an Openness and Acceptance of the academic staff at Al-Quds University came with High degree, where the item (I make a difference in my teaching methods.) the most important item with a mean (4.21) with a standard deviation (0.53), while the item (I respond to the requirements of changing the teaching conditions easily and easily) is the least important item with a mean (3.89) Standard deviation (0.66).

5) Neutralizing Feelings: Means and standard deviations were found for each of the dimension items, which are in descending order as shown in Table VI

Table VI
Means and Standard Deviations for dimension of Neutralizing Feelings items.

Item No	Item arrange	Items	Means	St. Dev	Degree
35	1	Be sure to exclude painful thoughts or images.	4.01	0.74	High
34	2	I feel that I have the ability to control myself in difficult situations.	3.84	0.77	High
32	3	When I face difficult situations, I avoid an immediate reaction	3.74	0.87	High
33	4	When I have bad thoughts, I feel calm after a short time.	3.52	0.85	Medium
31	5	I watch my feelings without being overwhelmed.	3.38	1.01	Medium
30	6	Realize my feelings without responding to them	3.06	1.03	Medium
Degree Total			3.59	0.61	Medium

Table VI shows that the Means that the total mean of the dimension of Neutralizing Feelings among academic staff at Al-Quds University was (3.59) with a standard deviation (0.61), and this indicates that the dimension of Neutralizing Feelings of the academic staff at Al-Quds University came with the Medium degree, where the item (Be sure to exclude painful

thoughts or images.) the most important item with a mean (4.01) with a standard deviation (0.74), while the item (Realize my feelings without responding to them.) is the least important item with a mean (3.06) Standard deviation (1.03).

Answer the Second Study Question

2. Do the means of Mind Alertness differ among academic staff at Al-Quds University due to the variables (college, academic rank, and experience)?

The researcher converted the second question into the following null hypotheses:

The First Null Hypothesis: There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the averages of Mind Alertness of degree of the Academic Staff at Al-Quds University due to college.

Table VII
Independent T-test due to college.

College	N	Mean	Std. Dev	Df	T-value	Sig.
Scientific	36	3.79	0.33	84	0.429	0.669
Humanity	50	3.81	0.37			

Table VII indicates no statistical differences at $\alpha \leq 0.05$ in the Mind Alertness from the academic staff's point of view, according to college, therefore, we accept this hypothesis.

The second hypothesis: There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the averages of Mind Alertness of degree of the Academic Staff at Al-Quds University due to academic rank.

Table VIII shows below Means and St. Deviation according to the academic rank.

Table VIII
Means and Std Deviation according to the academic rank.

Academic rank	No	Mean	Std. Deviation
Assistant Professor	11	3.93	0.46
Associate Professor	20	3.78	0.36
Professor	55	3.52	0.21

Table VIII indicates statistical differences at $\alpha \leq 0.05$ in the Mind Alertness from the academic staff's point of view according to Academic rank.

One Way ANOVA analysis was used to test the validity of this hypothesis. Table IX

Table IX
One Way ANOVA analysis due to the academic rank.

Source	Sum of squares	Df	Mean square	F-value	Sig.
Between groups	1.357	2	0.678	5.580	0.004
Within groups	27.471	83	0.122		
Total	28.827				

Table IX shows that the significance level is (0.004), which is less than the statistical significance of $\alpha \leq 0.05$. Therefore, the hypothesis is rejected to determine the source of these differences, the post-hoc statistical analysis (LSD), as shown in Table X.

Table X
Post Hoc (LSD)

Academic rank	Professor	Associate Professor	Professor Assistant
Professor	-----		0.412340*
Associate Professor		-----	0.150044*
Assistant Professor	0.412340*	0.150044*	-----

Table X shows that these differences between the academic rank (Professor) and the academic rank (Associate professor) favored the Professor. To compare Associate professor with an Associate professor, were in favor of Associate professor.

The third hypothesis: There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the averages of Mind Alertness of degree of the Academic Staff at Al-Quds University due to years of experience.

The means and standard deviations due to years of experience, as shown in Table XI.

Table XI
Means and Standard Deviations for years of experience

years of experience	No	Mean	Std. Deviation
less than 5 years	26	3.76	0.27
5-10 years	34	3.82	0.39
more than 10 years	36	3.83	0.38

Table XI shows the existence of apparent differences between the mean of the responses of the Mind Alertness of the Academic Staff at Al-Quds University due to the years of experience. To find out the source of these differences, the One-Way ANOVA was used as shown in Table XII

Table XII
One Way ANOVA for years of experience.

Variance Source	Sum of squares	Df	Mean of sum Square	F-value	Sig.
Between groups	0.234	2	0.117	0.927	0.397
Within groups	28.593	83	0.127		
Total	28.827	85			

Table XII shows the significance level is (0.397), which is greater than the statistical significance $\alpha \leq 0.05$. Therefore, the Null hypothesis is accepted

IV. Discussion and interpretation of the results
Discussion and interpretation of the results presented here according to the questions of the study.

What is the degree of Mind Alertness among academic staff at Al-Quds University?

The results showed that the mean of the study sample's responses on the dimensions of Mind Alertness ranged between (3.59 - 4.07), while the total degree was (3.80). That is, with a high degree, as it turns out that the highest mean was for the dimension of openness and acceptance with an average (4.07), a high degree. In contrast, the lowest standards for the dimension of neutralizing feelings with a mean (3.59) came with a Moderate degree.

The researchers attribute this result to the fact that the teachers who are qualified through preparation courses at the beginning of the teaching practice, and they are also provided with sufficient information about the practice of the teaching tasks, and because the teachers practice the jobs that they perform repeatedly, we find that they have a mental alertness about the practices that they perform, with There is a slight difference in some practices that follow the personality of the teacher, so we find that teachers master the work they do accurately because they practice the process of teaching repeatedly and through these practices they work to meet the needs of learners to reach the highest level of acquisition of teaching skills, and that every practice is The teacher has a goal that the teacher seeks to achieve through different teaching methods and methods, and since the teacher performs various tasks during his teaching process, we find that his level of mental alertness is high.

Similar findings are represented in [18], [20].

Do the means of Mind Alertness differ among academic staff at Al-Quds University due to the variables (college, academic rank, and experience)?

The researcher converted the second question into the following null hypotheses:

There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the averages of Mind Alertness of degree of the Academic Staff at Al-Quds University due to college.

The results showed no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the means of the respondents' responses to mental alertness among the members of the authority at Al-Quds University according to the college variable.

The researchers attribute this result to the fact that professors of human and scientific colleges have the same level of mental alertness as they receive the same knowledge during their studies and work at the same university, and because they feel more responsibility towards the teaching work and that they have a higher educational degree who have received more knowledge and information than others with lower qualifications, as well Their ability to take responsibility for informing them of methods, teaching methods and practical models, each according to his specialization.

Similar findings are represented in [18], And the results disagree with the findings represented with [22] Because of statistically significant differences in mental alertness in favor of students of the literary college

There are no statistically significant differences at the level of statistical significance ($0.05 \geq \alpha$) between the averages of Mind Alertness of degree of the Academic Staff at Al-Quds University due to academic rank.

There were statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the mean of the respondents' responses on the faculty members' mental alertness axis according to the scientific rank variable—Assistant Professor in favor of Associate Professor.

The researchers attribute this result to the fact that teachers of different ranks of science exercise the same tasks and responsibilities. Faculty members with the rank of associate professor or Professor must possess greater competencies for the teaching process, in addition to the existence of a relationship between different scientific subjects, and this is true that dedicates standard rules in the teaching work. Through these rules and practices, they have a similar degree of mental alertness.

This finding is consistent with the study of [21].

There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the averages of Mind Alertness of degree of the Academic Staff at Al-Quds University due to years of experience. No statistically significant differences were found at the significance level ($\alpha \leq 0.05$) between the respondents' mean responses on the mental alertness axis of the faculty members according to the variable of years of experience.

The researchers attribute this result to the fact that the faculty members, regardless of the number of years of experience, have the same tasks and roles in teaching, and they exchange experiences with each other. Similar findings are represented in [18].

Recommendations

In light of the results of the study, the researchers recommend the following:

Carrying out studies with other variables and Carrying out studies related to the educational field, such as: self-efficacy and job satisfaction.

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