

Mindful Self-Care for Educational Counselors

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ABSTRACT

The current two research aims to identify the vigilant self-care of educational counselors, and the statistically significant differences in vigilant self-care according to the variables of gender (males, females) and age for the three categories.(25-34),(35-44) ,(and over 40)The study sample consisted of (376) male and female counselors, for the academic year (2022/2021), and to achieve the objectives of the tow research, the tow researcher used the descriptive approach, and the researcher adopted the vigilance self-care scale.(B-MSCS) for (Cook-Cottone, 2018) The standard characteristics of the scale were verified after being exposed to a group of experts, then the tow researcher analyzed the data through the use of the Statistical Portfolio for Social Sciences. The results showed the presence of vigilant care for male and female counsellors, and there are no statistically significant differences in mindful self- care according to the gender and age variable.

key words: Mindful Self-Care, Educational Counsellors.

Introduction

Individuals in all groups and stages of life are subject to a set of forces and challenges and deal with a wide range of crises and work pressures that differ from one another that may extend to their personal lives and these personal pressures can have a negative impact on the professional and personal performance of the individual and the failure to take care of ourselves, as we see that it is not possible to achieve Psychological wellness, if the individual must resort to a conscious practice of self-care to face the negative effects resulting from these pressures, which affect various aspects of his life (Barnett & Cooper, 2009: 16).

International research over the past few decades has demonstrated that individuals working in the care of others are routinely

exposed to distress, shock, unexpected expectations, stress and workloads. Psychological distress, decreased productivity and increased absenteeism from work, and these results are likely to affect their self-care (Slatyer et, al., 2018: 536). Most of the individuals exposed to sudden situations and a sense of responsibility towards their students and burdens that cause them psychological and physical problems (Al-Zaydi, 241: 2021). Confronting such hard work with suffering, they tend to focus on showing love and care to the people around them and yet they rarely show love and kindness to themselves and attend to their individual needs (Wong, 339,2020).

Hence the problem of the current research Does the research sample have vigilant self-care

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Are there statistically significant differences in vigilant self-care according to the variable (gender, age)

Research importance:

Self-care is the desire to reach one's health potential, awareness of one's competencies and personal growth, desire to control one's behavior, interdependence with one's environment, the need for self-initiation, promotion of physical activity, nutrition, social support, stress management, and self-actualization (Barnett&Schoener, 2007:229)).

Mindful self-care is broadly described as the duty and responsibility of all individuals to oversee their own well-being by preserving the physical, emotional and moral spheres of life whereby they are allowed to face life with greater satisfaction and compassion and to reach easily to achieve their goals convinced that they are worthy of happiness (Sumbul et al., 2018: 35)

Mindful self-care is the foundation required for physical and emotional well-being in particular. They are consistent and deliberate practices of the mind and may be preventive self-care that prevents symptoms and diminishes symptoms associated with mental illness, as well as prevents job burnout and improves work and productivity (Linehan, 2015:15).

Behaviors that enhance self-care when integrated into an appropriate and healthy lifestyle spread in all aspects of life and lead to enhancing functional ability and providing a better life at all stages and contributing to increasing professional efficiency. (Erin, 2017: 18.)

Third, the objectives of the research: (The Gignificance Of Research

The current research aims to identify:

Attentive self-care for educational counselors.

Statistically significant differences in vigilant self-care among educational counselors according to the variable:

gender (male, female)

Age categories (34-25) (44-35) (45 and over)

Research limits: The current research is limited to male and female guides for the governorate of (Karbala-Babylon-Najaf-Al-Qadisiyah) for the academic year 2021-2022.

Definition terms

First: Mindful Self-Care

Cook-Cotton (2018) is the daily process of consciously evaluating internal needs and external demands, and intentionally engaging in self-care practices to meet needs and demands in a way that serves the individual's well-being and personal effectiveness.(Cook - Counte, &Guyker, 2018:1).

Theoretical definition: The two researchers adopted the Cook-Cotton definition (2018) because she is the owner of the scale and the model adopted in the scale, on which she will depend in interpreting the results.

Procedural definition: the overall score obtained by the respondent on the Mindful Self-Care Scale

Second: Educational Counselors:

I knew him (Iraqi Ministry of Education, 2008) "They are one of the faculty members who are qualified to study students' educational, health, social and behavioral problems, by collecting information related to these problems, whether this information is related to the student or related to the environment surrounding him for the purpose of informing him of his problems and helping him to think In the appropriate solutions to

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these problems that he suffers from, to choose the appropriate solution that satisfies himself' (Ministry of Education, 2008: 8).

- A theoretical framework for the concept of mindful self-care:

Self-care is not a new idea. Since the beginning of mankind, people have tried to take measures to ensure personal safety and developed strategies to confront illness and other life challenges to achieve wellness. The interest in self-care took off when support groups for individuals developed to meet specific needs that were not addressed by community institutions, which emphasized the efforts of individuals in self-care initiatives, which resulted in the self-help/mutual-help movement, as its founding dates back to 1935. These community movements created the emergence of women's gatherings calling for self-care initiatives. These women's movements adopted independence and self-determination in both health and disease, and self-care extended beyond support groups to include other initiatives focused on individuals, which led to a large number of self-help and individuals were expressing their desire not only to escape adversity but also to psychological prosperity (Punamaki and Aschan, 1994:41, Haug et al., 1989:84).

Where the concept of self-care has evolved tremendously in the previous decades, in the seventies of the last century, definitions of self-care focused mostly on aspects related to health or disease. The World Health Organization (1983) defines self-care as "the actions undertaken by persons and groups for the purpose of promoting health, reviving it and

preventing disease (World Health Organization:1984)

One of the most important theories that explain mindful self-care is Cottone (Cook- Cotten, 2018

This model constitutes an important explanatory system through which vigilant self-care can be explained as an integrative position that is compatible with internal and external experiences according to the harmony model, which constitutes an interactive model for two systems (the self-system) and (the cultural system). The internal self (the self-system) includes the physiological fields. (the body), emotional (feeling) and knowledge (thinking), while the external aspects (the cultural system) include the micro-system (family and close friends) and the ecological system (society) where people interact with their bodies (themselves) involve a continuous interaction between aspects of the internal and external self, The internal and external aspects are linked to each other through a process called attunement (cook- cottone, etal., 2006:230).

Areas of Mindful Self-Care According to Cotton Cook

(Mindful Awareness):An effective tool in emotional regulation, that is, it is a positive response to feel tense and distressed) (Nelson, 2016: 93

(Physical Care): It is a physical activity expressed in a planned and organized manner that includes engaging in regular daily practices (Barker &Galambosm 2007:36

Self - compassion: expresses one's suffering, self-care, accepting one's shortcomings, and realizing the experience. The individual can have a more accurate view of themselves (Cook-cottone&Guyker, 2018: 165)

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(Supportive Relationships): It is a buffer against life's stressors and a factor in promoting health and wellness, including family, friends, the community, and any other social group (Cook-Cottone, 2015:98).

Mindful Awareness: It means open awareness in facilitating the selection of behaviors that correspond to an individual's needs, value, and important interests for self-care (MCGuinness, 2020:16)

Supportive Structure) They are practices consistent with the external experience of the self that provide a framework for balancing external demands (Cook-cottone&Guyker, 2017: 57).

previous studies:

study of the Relationship between Mindful:\ Self-Care and Subjective Well-Being among College Students and Working Professional (vigilant self-care and self-well-being among college students and working professionals) The study sample consisted of 100 students and 100 professional workers, and the results showed that individuals engage in vigilant self-care at a rate of 4-5 days per week, and there is no difference between the two groups, and supportive relationships are the most preferred.

A study (Al-Janabi, 2021): (modeling the causal relationship between decision stress, reflective thinking, cognitive control, and vigilant self-care among department heads in Iraqi universities), where The study sample consisted of 314 male and female heads of scientific and human departments, and the results concluded that the heads of departments enjoy vigilant self-care as it is an imperative in order to maintain special ethical standards and a preventive factor

for academic stress and exhaustion. educated segments of society.

Research Methodology and Procedures

The current research community was identified with educational counselors (males-females) in the governorates of (Karbala-Najaf-Babylon-Al-Qadisiyah) and the total number of counselors in these governorates reached (1833) counselors and counselors distributed according to the city center, districts and sub-districts.

The research sample the stratified random sampling method. The adoption of 20% of the community to be more representative of the community prevails (Al-Shayeb, 2012: 67), and thus the size of the current research sample became (367) mentors and mentors.

Mindfulness Self Care Scale

After reviewing previous studies and psychological literature, the two researchers translated and adopted the BMSCS scale, the upgraded version that fits with the current research sample and objectives, based on his theory of Cook - Cotton (2018).

Description of the scale in original form Scale description: This questionnaire (Cook-Cottone, 2018) consists of (24) items distributed on six sub-scales as shown in the table below.

Table showing each field and number of paragraphs

T	sdleif	fo naps shpargarap	fo rebmun shpargarap
	lufdnim noitaxaler	4-1	4
	lacityhp erac	9-4	5
	ytip-fles	13-10	4
	evitroppus	17-14	4

spihsnotaler		
gnitroppus erutcurts	21-18	4
ekawa ssenerawa	24-22	3

In order to verify the validity of the items of the Mindful Self-Care Scale, the two researchers presented the scale

On a number of arbitrators specialized in educational and psychological sciences in order to express their observations and opinions on the validity, alternatives, and weights of the paragraphs, and what they need to delete and modify according to what they deem appropriate. Agreement (80%) or more is a criterion for accepting the continuation of the paragraph (Al-Jabri, 2011: 218), and in light of the arbitrators' opinions, it was agreed to exclude paragraph (6) from the second field and to make the appropriate amendment to some of the paragraphs.

instructions the scale:

The instructions of the scale are considered as the guide that guides the respondent during his response to the items of the scale, and it was emphasized that the response chooses the appropriate alternative that is expressed by the five alternatives of the scale, and he was not asked to mention the name, nor did he disclose the real purpose of the study in order to reduce the impact of the social desirability factor.

Experience clarity of instructions and paragraphs:

The experiment aims to verify the extent to which the target sample understands the scale's instructions and the extent to which its paragraphs are clear (Faraj, 1980: 160), so the researcher applied the scale to a random sample consisting of (20)

counselors, and it was found that the paragraphs are clear.

Statistical analysis of paragraphs:

The process of statistical analysis of the scale is an essential step to reveal its psychometric properties and its purpose is to keep the appropriate items and exclude the inappropriate items (Ghiselli et al., 1981: 421). The researchers relied on Nunnally's opinion, as he indicated that the sample size for statistical analysis ranges from (5 -10) individuals for each item of the scale to reduce the impact of chance (Awda and Malakawi, 1992: 132) In the light of Nanley's opinion, the sample of statistical analysis consists of (230) mentors and counselors

Extremist Groups method _

To apply this method, the researcher used the following steps

1. Applying the scale to a sample of statistical analysis of (230) male and female counsellors
2. Correcting the paragraphs and extracting the total score for each examinee
3. Arrange the total scores in descending order from the highest score to the lowest score
4. Davis (1946) indicated that the best percentage for determining the upper and lower end groups is to choose a percentage (27%) for each group from the sample size (Davis, 1946:6).
5. Therefore, (27%) were selected from the upper group and their number was (62), and (27%) from the lower group and their number was (62), so that the total of the two groups is (124), and two groups were formed with maximum size and variance and they are close to the moderate distribution.

The T-test was applied for the purpose of extracting the discriminatory power of the scale items.

B_ Internal Consistency Method:

The data of the statistical analysis sample, which amounted to (230) forms, were used

A- The relationship of the paragraph's score with the total score of the scale:

The method of linking the paragraph to the total score of the scale is one of the methods used in calculating the internal consistency of the scale, and it is concerned with knowing whether or not each of the scale's paragraphs goes in the direction in which the whole scale is moving, as it has the advantage of providing us with a homogeneous scale (Abdul Rahman, 1998: 207)

Table (8)
The relationship of the paragraph's score to the total score of the scale

oc noitalerr iciffeoc tne		oc oitalerr n iciffeoc tne		oc oitalerr n iciffeoc tne	
0.4	7	0.4		0.4	
76		86		75	
0.4	8	0.5	0	0.3	
96		95		11	
0.5	9	0.5	1	0.2	
67		05		96	
0.4	0	0.4	2	0.4	
51		01		38	
0.5	1	0.5	3	0.4	
59		28		12	
0.4	2	0.2	4	0.5	
70		63		38	
0.4	3	0.4	ht5	0.4	
76		97		54	

Relationship of the degree of the paragraph to the total degree of the field:

Table (9)

Relationship of the paragraph score with the total score of the field

t eh dleif		c alerro noit iffeoc tneic	t eh dleif		c alerro noit iffeoc tneic
m		0	r		0
ufdni		.702	oitale		.627
l		0	sn		0
xaler	0	.540	s	6	.673
noita		0	roppu		0
	1	.755	evit	7	.789
		0			0
	2	.600		8	.745
		0	s		0
c		.566	roppu		.596
era		0	gnit		0
p		.758	tcurts	0	.719
cisyh		0	eru		0
la		.775		3	.711
		0			0
	1	.721		3	.655
		0	a		0
s		.570	ekaw	2	.698
-fle		0	erawa		0
ytip		.546	ssen	t5	.724
		0		h	
		.664		9	.737
	1	0.612			
	4				

Relationship of the domain degree with other domains and the total score:

Table (10)
Relationship of the paragraph score
with the total score of the field

iraV elba s	M ni fd lu eS fl C ra e	leR xa aw fek nlu sse	hp sy ci la ac er	s le -f p ti y	pus trop evi aler noit ihs sp	rtS tcu eru us pp tro evi	wA era sen s aw fek nlu sse
erac	1	-	-	-	-	-	-
etta vitr e aler itax no	0. 75 4	1	-	-	-	-	-
yhp laci erac	0. 66 4	0.4 36	1	-	-	-	-
-fles ytip	0. 65 1	0.4 15	0. 21 9	1	-	-	-
pus trop evi taler snoi spih	0. 63 7	0.3 10	0. 24 2	0 . 3 1 2	1	-	-
pus trop evi urts rutc e	0. 73 2	0.5 91	0. 38 9	0 . 4 2 0	0.3 96	1	-
awa ek snoc uoic sens	0. 66 9	0.5 24	0. 21 8	0 . 5 1 0	0.3 04 -	0.5 11	1

s						
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(Reliability):Stability means “the internal consistency of the test and it is one of the most important characteristics that must be available, and stability of its results over time” (Kline, 1993:7). To calculate the scale’s stability, it was applied to a sample of (60) Mentors and counselors were chosen by random stratified method.

The two methods were adopted for the current research as follows:

(Cronbach, s Alpha):Stability according to this method depends on the consistency of the response on each item of the vigilant self-care scale, and stability is extracted by calculating the correlation coefficient between the scale scores on the basis that each item of the scale is self-contained (Brown, 1976: 86). The stability coefficient was reached by Alpha Cronbach method (0.834), which is a good coefficient indicating the homogeneity of the scale.

(Test-Retest Method):This method includes applying the scale to a representative sample of individuals in the community amounting to (60) male and female counsellors, then re-applying the scale to them again with an appropriate interval between the two applications.

The researcher applied the measure of vigilant self-care to extract stability in this way on the stability sample.

Two weeks after the first application of the list, the researcher re-applied the Mindful Self-Care Scale again and on the same sample. The stability value (0.814) has appeared.

Describe the Mindful Self Care Scale in its final form:The vigilant self-care scale in its initial form consisted of (24) items, and

after extracting the psychometric characteristics of the vigilant self-care scale, the scale in its final form consisted of (23) items distributed over six domains of (4) items for each dimension except for the sixth domain, which was (3) items. The degree of self-care and total vigilance is (115).

Chapter Four (presentation and interpretation of results)

This chapter presents the results reached by the two researchers according to the research objectives set in the first chapter through the data contained in the research and the application of research tools to the sample members and conducting statistical analyzes on them, and then discussing and interpreting the results in the light of literature and previous studies that were presented in the second chapter, and out Some recommendations and suggestions, as follows:

First: Presentation and interpretation of the results:

The first objective: to identify attentive self-care among educational counselors

The current study showed that educational counselors enjoy vigilant self-care, and it can be explained in light of the model adopted by (Cotton Cook, 2018), as Cottone - Cook indicates according to the harmony model that the individual maintains positive harmony and organization with every aspect of internal experiences and effective participation across each of the external domains through the mindful individual's conscious care for himself and the maintenance of his inner needs while engaging in the context of family, community and culture (Cottone-Cook, 2015).

Table (22) illustrates this.

Table (22)
Arithmetic mean, standard deviation, and (T.test) value calculated for the sample members as a whole on the vigilant self-care scale

av air elb	ht e as m lp e	irA ht em cit em na	ats dn dra ed aiv oit n	pyh hto cite la aem n	eulav T		dni aci oit n 0.0 5
					lac luc eta d	bat alu r	
aC er eS fl iv lig na ec	3 6 7	88. 92 10	11. 07 43 5	69	34.4 61	1. 9 6	nuf ite no

The second objective: to identify the statistically significant differences in vigilant self-care among educational counselors according to the variables of gender and age.

To verify the statistically significant differences in mindful self-care according to gender and age, two-way analysis of variance was used with an interaction (Tow away Analysis of anova) to identify the differences according to the variables of gender and age, and the table below illustrates this.

Table (23)

A two-way analysis of variance to identify the differences in mindful self-care by gender and age

oC rtn tsa uos ecr	mus fo auqs ser	ged eer fo s erf ode m	em na uqs era s	claC etalu d ulav e	eht lav eu bat alu r	cidni noita 0.05
pyT e	110, 460	1	11 0,4 60	0.89 4	3.8 4	fnon itcnu no
eht ega	140, 732	2	70. 36 6	0.57 0	3.0 0	fnon itcnu no
neg red * ega	10,7 09	2	5.3 55	0.04 3	3.0 0	fnon itcnu no
hT e rre ro	445 98.6 20	361	12 3.5 42			
atot l	448 86.7 08	366				

When comparing the t values in Table (23) with the tabular value, the following becomes apparent:

Differences according to type

The value of the variable of type reached (0.894), which is less than the tabular value of (3.84), which indicates that there are no statistically significant differences according to the type variable. That is, males and females do not differ in their level of vigilant self-care, and this result can be explained by the fact that educational counselors of different genders (males, females) have a similar level of self-care, and this is due to their vigilance

and high understanding of themselves, their life circumstances and their fluctuations, as they are an important segment in The community to perform their common mission to help others and make the effort to complete their work in the best way.

b. Differences according to age (35-26) (36-45) (45-and over)

There are no statistically significant differences in vigilant self-care according to the age variable, as the calculated t-value reached (0.570), and this value is smaller than the tabular t-value (3.00) at the significance level (0.05).

This result can be explained by the fact that educational counselors of all ages have had many and close experiences that enable them to manage and care for themselves, deal with different situations, manage psychological pressure, help others and deal with themselves. The information and experiences were made available at any time, easily and quickly, and the differences between cultures were dissolved, and their mixing with each other and their exposure to the same experiences and different skills led to them.

Interaction between gender and age

There is no interaction in vigilant self-care according to the two variables (gender, age), as the calculated t-value reached (0.043), and this value is smaller than the tabular value 3.00) at the level of significance (0.05).

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

The current research sample enjoys vigilant self-care that is not formed according to the age and gender of the individual, but rather by self-awareness that made them self-aware and have the ability to face the challenges they are

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exposed to and consider it a protective factor and the humanitarian actions they perform towards the return and their attempt to gain the trust of others

Recommendations

- To the Ministry of Education, the necessity of paying attention to the requirements of educational counselors that qualifies them to continue their interests related to the educational process, because their interruption of it constitutes pressures and challenges that cause them suffering and negatively affect them.
- Educating teachers and school administrators about the importance of the educational advisor and emphasizing the importance of his role in guiding and guiding students to help them in their professional lives.

Suggestions

- Conducting a study dealing with other variables related to vigilant self-care (self-well-being, body image, coping with pressure, job satisfaction, communication skills).
- Conducting a similar study on individuals from different groups in society, such as (social researchers in the Ministry of Labor, university students).

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